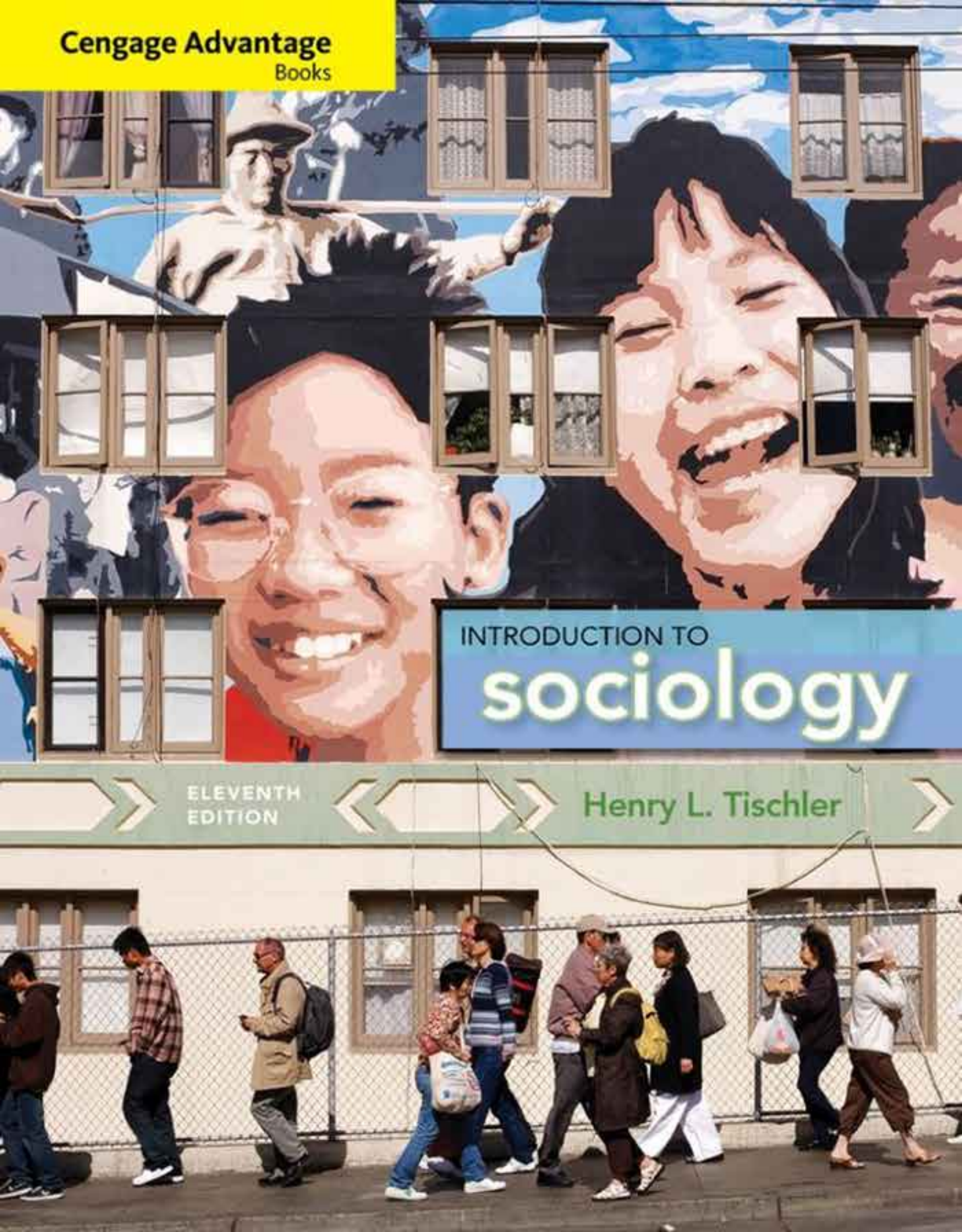


Cengage Advantage
Books



INTRODUCTION TO

sociology

ELEVENTH
EDITION

Henry L. Tischler

Buy the way you want and save

Get the best grade in the shortest time possible!

CENGAGE **brain**.com

Choice (pick your format)

Value (get free stuff*)

Savings (eBooks up to 65% off print)

Visit **CengageBrain.com** to find...

Print • Rentals • eBooks • eChapters


Best Buy Packages • Study Tools



www.cengagebrain.com

Your First Study Break

TRANSFORMING LEARNING TRANSFORMING LIVES

 CENGAGE
Learning

*free content availability varies

Copyright 2013 Cengage Learning. All Rights Reserved. May not be copied, scanned, or duplicated, in whole or in part. Due to electronic rights, some third party content may be suppressed from the eBook and/or eChapter(s). Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. Cengage Learning reserves the right to remove additional content at any time if subsequent rights restrictions require it.

ELEVENTH EDITION

INTRODUCTION TO
SOCIOLOGY

HENRY L. TISCHLER

Framingham State University



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

This is an electronic version of the print textbook. Due to electronic rights restrictions, some third party content may be suppressed. Editorial review has deemed that any suppressed content does not materially affect the overall learning experience. The publisher reserves the right to remove content from this title at any time if subsequent rights restrictions require it. For valuable information on pricing, previous editions, changes to current editions, and alternate formats, please visit www.cengage.com/highered to search by ISBN#, author, title, or keyword for materials in your areas of interest.

**Introduction to Sociology,
Eleventh Edition**
Henry L. Tischler

Executive Editor: Mark Kerr
Senior Acquisitions Editor: Seth Dobrin
Developmental Editor: Liana Sarkisian
Assistant Editor: Margaux Cameron
Editorial Assistant: Coco Bator
Media Editor: John Chell
Brand Manager: Elisabeth Rhoden
Market Development Manager:
Michelle Williams
Content Project Manager: Michelle Clark
Art Director: Caryl Gorska
Manufacturing Planner: Judy Inouye
Rights Acquisitions Specialist:
Thomas McDonough
Production Service: Integra
Photo Researcher: PreMedia Global
Text Researcher: Pablo D'Stair
Copy Editor: Linda Ireland
Text Designer: Diane Beasley
Cover Designer: Diane Beasley
Cover Image: RENAULT Philippe / hemis.fr
Compositor: Integra

© 2014, 2011 Wadsworth, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706.

For permission to use material from this text or product,
submit all requests online at **www.cengage.com/permissions.**

Further permissions questions can be e-mailed to
permissionrequest@cengage.com.

Library of Congress Control Number: 2012955604
ISBN-13: 978-1-133-58808-5
ISBN-10: 1-133-58808-5

Wadsworth
20 Davis Drive
Belmont, CA 94002-3098
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at **www.cengage.com/global.**

Cengage Learning products are represented in Canada by
Nelson Education, Ltd.

To learn more about Wadsworth, visit **www.cengage.com/wadsworth**

Purchase any of our products at your local college store or at our preferred online store
www.CengageBrain.com.

*What I know about society could fill a book.
What I don't would fill the world.*

*Dedicated to my fellow travelers in the journey of life—
Linda, Melissa, and Ben.*

Contents in Brief

Preface	xv
About the Author	xxiii
A Word to the Student	xxv

PART ONE The Study of Society 1

- 1 The Sociological Perspective 1
- 2 Doing Sociology: Research Methods 26

PART TWO The Individual in Society 49

- 3 Culture 49
- 4 Socialization and Development 73
- 5 Social Interaction 100
- 6 Social Groups and Organizations 123
- 7 Deviant Behavior and Social Control 142

PART THREE Social Inequality 180

- 8 Social Class in the United States 180
- 9 Global Stratification 202
- 10 Racial and Ethnic Minorities 227
- 11 Gender Stratification 258

PART FOUR Institutions and Social Issues 278

- 12 Marriage and Changing Family Arrangements 278
- 13 Religion 306
- 14 Education 334
- 15 Political and Economic Systems 355
- 16 Health and Aging 378

Glossary	402
References	413
Index	435
Practice Tests	449
Practice Test Answers	509

Contents

Preface xv
About the Author xxiii
A Word to the Student xxv

PART ONE

The Study of Society 1

CHAPTER

1 The Sociological Perspective 1

Sociology as a Point of View 3

The Sociological Imagination 4
Is Sociology Common Sense? 4
Sociology and Science 6
Sociology as a Social Science 6

The Development of Sociology 9

Auguste Comte (1798–1857) 9
Harriet Martineau (1802–1876) 10
Herbert Spencer (1820–1903) 11
Karl Marx (1818–1883) 12
Émile Durkheim (1858–1917) 13
Max Weber (1864–1920) 14
The Development of Sociology in the United States 16

Theoretical Perspectives 18

Functionalism 18
Conflict Theory 18
The Interactionist Perspective 19
Contemporary Sociology 20
Theory and Research 21

Summary 21

How Sociologists Do It If You Are Thinking About Sociology as a Career, Read This 5
Day-to-Day Sociology How Long Do Marriages Last? 7
How Sociologists Do It What Is the Difference Between Sociology and Journalism? 9
Thinking About Social Issues Are College Students at High Risk for Suicide? 15
Thinking About Social Issues Social Interaction in the Internet Age 20

CHAPTER

2 Doing Sociology: Research Methods 26

The Research Process 28

Define the Problem 28
Review Previous Research 29
Develop One or More Hypotheses 30
Determine the Research Design 31
Define the Sample and Collect Data 35
Analyze the Data and Draw Conclusions 37
Prepare the Research Report 41

Objectivity In Sociological Research 41

Ethical Issues In Sociological Research 42

Summary 44

How Sociologists Do It A Fashion Model Becomes an Observing Participant 34
How Sociologists Do It How to Spot a Bogus Poll 38
How Sociologists Do It How to Read a Table 40
How Sociologists Do It Facebook, the Internet, and New Ethical Concerns 42
Thinking About Social Issues Famous Research Studies You Cannot Do Today 43

PART TWO

The Individual in Society 49

CHAPTER

3 Culture 49

The Concept Of Culture 50

Culture and Biology 51
Culture Shock 51
Ethnocentrism and Cultural Relativism 52

Components Of Culture 54

Material Culture 54
Nonmaterial Culture 54
The Origin of Language 57
Language and Culture 58

The Symbolic Nature Of Culture 59

Symbols and Culture 59

Culture And Adaptation 61

What Produces Cultural Change? 61
Cultural Lag 63
Animals and Culture 63

Subcultures 64

Types of Subcultures 65

Universals Of Culture 65

The Division of Labor 65
Marriage, the Family, and the Incest Taboo 66
Rites of Passage 66
Ideology 66

Culture And Individual Choice 67

Summary 70

Our Diverse World Marriage to a Perfect Stranger 53
Our Diverse World The United States and Europe—Two Different Worldviews 58
Day-to-Day Sociology Symbols in Cyberspace 60
Thinking About Social Issues Technology Changes Culture 62
How Sociologists Do It Social Science in a War Zone 67
How Sociologists Do It The Conflict Between Being a Researcher and Being a Human Being 68

CHAPTER

4 Socialization and Development 73**Becoming A Person: Biology And Culture 74**

- Nature Versus Nurture: A False Debate 75
- Sociobiology 75
- Deprivation and Development 77
- The Concept of Self 79
- Dimensions of Human Development 80

Theories Of Development 82

- Charles Horton Cooley (1864–1929) 82
- George Herbert Mead (1863–1931) 82
- Sigmund Freud (1856–1939) 83
- Erik H. Erikson (1902–1994) 83

Early Socialization In American Society 84

- The Family 85
- The School 85
- Peer Groups 87
- Television, Movies, and Video Games 89

Adult Socialization 91

- Marriage and Responsibility 92
- Parenthood 92
- Career Development: Vocation and Identity 92

Aging And Society 94**Summary 94**

- Thinking About Social Issues* Can Socialization Make a Boy into a Girl? 76
- Day-to-Day Sociology* Does Day Care Create Unruly Brats? 86
- Our Diverse World* Win Friends and Lose Your Future: The Costs of Not “Acting White” 88
- Day-to-Day Sociology* Television Made You the Designated Driver 90
- Our Diverse World* Could You Be a Success at a Japanese Company? 93

CHAPTER

5 Social Interaction 100**Understanding Social Interaction 102**

- Contexts 102
- Norms 103
- Ethnomethodology 103
- Dramaturgy 105

Types Of Social Interaction 106

- Nonverbal Behavior 106
- Exchange 107
- Cooperation 108
- Conflict 108
- Competition 108

Elements Of Social Interaction 109

- Statuses 109
- Roles 110
- Role Sets 112
- Role Strain 112
- Role Conflict 113
- Role Playing 114

Collective Behavior 114

- Fads and Fashions 115

- Rumors 116
- Public Opinion 117
- Mass Hysteria and Panic 117

Summary 118

- Our Diverse World* Cross-Cultural Social Interaction Quiz 104
- Day-to-Day Sociology* Can You Spot a Liar? 105
- Day-to-Day Sociology* Laugh and the World Laughs with You 109
- How Sociologists Do It* Southerners Are Really Friendly Until You Disrespect Them 113
- Thinking About Social Issues* Don't Call Me, I'll Text You 114

CHAPTER

6 Social Groups and Organizations 123**The Nature of Groups 124**

- Primary and Secondary Groups 125

Functions of Groups 126

- Defining Boundaries 126
- Choosing Leaders 126
- Making Decisions 127
- Setting Goals 127
- Assigning Tasks 127
- Controlling Members' Behavior 127

Reference Groups 129

- Small Groups 129
- Large Groups: Associations 131
- Gemeinschaft* and *Gesellschaft* 132
- Mechanical and Organic Solidarity 133

Bureaucracy 134

- Weber's Model of Bureaucracy: An Ideal Type 134
- Bureaucracy Today: The Reality 135
- The Iron Law of Oligarchy 135

Institutions and Social Organization 136

- Social Institutions 136
- Social Organization 137

Summary 137

- How Sociologists Do It* Can One Bad Apple Spoil the Whole Group? 128
- Thinking About Social Issues* Do You Really Know How Much Your Friends Drink? 130
- Day-to-Day Sociology* The Strength of the Informal Structure in Job Hunting 132
- Day-to-Day Sociology* Group Think Versus Crowdsourcing 136

CHAPTER

7 Deviant Behavior and Social Control 142**Defining Normal and Deviant Behavior 143**

- Making Moral Judgments 144
- The Functions of Deviance 144
- The Dysfunctions of Deviance 144

Mechanisms Of Social Control 145

- Internal Means of Control 145
- External Means of Control: Sanctions 146

Theories of Crime and Deviance 147

- Biological Theories of Deviance 147

Psychological Theories of Deviance	148
Sociological Theories of Deviance	150
The Importance of Law	154
The Emergence of Laws	155
Crime in the United States	156
Crime Statistics	157
Kinds of Crime in the United States	159
Juvenile Crime	159
Violent Crime	161
Property Crime	161
White-Collar Crime	162
Victimless Crime	164
Victims of Crime	165
Criminal Justice in the United States	165
The Police	165
The Courts	166
Prisons	166
A Shortage of Prisons	171
Women in Prison	172
The Funnel Effect	172
Truth in Sentencing	173
Summary	174
<i>How Sociologists Do It</i> It's the Little Things That Matter in Preventing Crime	155
<i>How Sociologists Do It</i> How Accurate Is Forensic Science?	160
<i>Thinking About Social Issues</i> How Bad Is the Crime Problem?	162
<i>Thinking About Social Issues</i> Are Peaceful Pot Smokers Being Sent to Prison?	164
<i>Our Diverse World</i> A Bad Country in Which to Be a Criminal	168
<i>Thinking About Social Issues</i> The Continuing Debate Over Capital Punishment: Does It Deter Murderers?	169

PART THREE

Social Inequality 180

CHAPTER

8 Social Class in the United States 180

The American Class Structure	181
The Upper Class	181
The Upper-Middle Class	182
The Middle-Middle Class	182
The Lower-Middle Class	182
The Lower Class	183
Income Distribution	183
Poverty	185
The Feminization of Poverty	185
How Do We Count the Poor?	186
Myths About the Poor	187
Government Assistance Programs	188
The Changing Face of Poverty	190
Consequences of Social Stratification	192
Why Does Social Inequality Exist?	194
The Functionalist Theory	194
Conflict Theory	195

Modern Conflict Theory	197
The Need for Synthesis	197
Summary	197
<i>Day-to-Day Sociology</i> Would You Be Happier If You Were Richer?	184
<i>Thinking About Social Issues</i> Does the Income Gap Between the Rich and Poor Matter?	189
<i>Our Diverse World</i> Rich Countries with Poor Children	191
<i>Thinking About Social Issues</i> Who Smokes?	192

CHAPTER

9 Global Stratification 202

Stratification Systems	204
The Caste System	205
The Estate System	205
The Class System	206
Population Dynamics	206
Fertility	207
Mortality	208
Migration	209
Theories of Population	210
Malthus's Theory of Population Growth	210
Marx's Theory of Population Growth	210
Demographic Transition Theory	211
A Second Demographic Transition	212
Global Diversity	213
World Health Trends	213
The Health of Infants and Children in Developing Countries	214
HIV/AIDS	215
Population Trends	216
Summary	222
<i>Our Diverse World</i> How Countries Differ—Japan and Nigeria	204
<i>Our Diverse World</i> Life Chances of an Adolescent Girl in Liberia	213
<i>Thinking About Social Issues</i> Where Are the Baby Girls?	219
<i>Thinking About Social Issues</i> What If the Population Problem Is Not Enough People?	221

CHAPTER

10 Racial and Ethnic Minorities 227

The Concept of Race	229
Genetic Definitions	229
Legal Definitions	230
Social Definitions	230
The Concept of Ethnic Group	233
The Concept of Minority	233
Problems In Race and Ethnic Relations	234
Prejudice	234
Discrimination	235
Institutional Prejudice and Discrimination	236
Patterns of Racial and Ethnic Relations	236
Assimilation	236
Pluralism	237
Subjugation	238
Segregation	239
Expulsion	239
Annihilation	239

Racial and Ethnic Immigration To The United States 240

Immigration Today Compared with the Past 242
 Illegal Immigration 243

America's Ethnic Composition Today 244

White Anglo-Saxon Protestants 245
 African Americans 245
 Hispanics (Latinos) 246
 Asian Americans 249
 Native Americans 251
 A Diverse Society 252

Summary 252

Thinking About Social Issues How Have Public Attitudes About Racial Intermarriage Changed? 232

Our Diverse World How Many Minorities Are There? 234

Our Diverse World Whites: The New Minority 243

Thinking About Social Issues Are You Hispanic, Latino, or Neither? 247

CHAPTER

11 Gender Stratification 258

Are the Sexes Separate and Unequal? 259

Historical Views 259
 Religious Views 260
 Biological Views 262
 Gender and Sex 265
 Sociological View: Cross-Cultural Evidence 266

What Produces Gender Inequality? 267

The Functionalist Viewpoint 267
 The Conflict Theory Viewpoint 267

Gender-Role Socialization 268

Childhood Socialization 268
 Adolescent Socialization 269

Gender Inequality And Work 270

Job Discrimination 270

Summary 273

Thinking About Social Issues Let Women Vote and You Will Get Masculine Women and Effeminate Men 261

Our Diverse World Why Do Women Live Longer Than Men? 265

Day-to-Day Sociology Speaking, Writing, or Blogging—Nowhere to Hide Gender 270

How Sociologists Do It What Happened to the Men? 272

Our Diverse World Who Is a Better Boss? 273

PART FOUR

Institutions and Social Issues 278

CHAPTER

12 Marriage and Changing Family Arrangements 278

The Nature Of Family Life 280

Functions of the Family 281
 Family Structures 282

Defining Marriage 282

Romantic Love 282
 Marriage Rules 283

Marital Residence 283

Mate Selection 284

The Transformation Of The Family 287

The Decline of the Traditional Family 288

Changes in the Marriage Rate 288

Childless Couples 291

Changes in Household Size 291

Women in the Labor Force 292

Family Violence 292

Divorce 293

Divorce Laws 294

Child Custody Laws 296

Remarriage and Stepfamilies 297

Family Diversity 298

The Growing Single Population 298

Single-Parent Families 299

Gay and Lesbian Couples 300

What Does The Future Hold? 301

Summary 302

Day-to-Day Sociology Marriage and Divorce Quiz 287

How Sociologists Do It Study, Graduate, and Be Married 290

How Sociologists Do It Do 50 Percent of All Marriages Really End in Divorce? 295

Thinking About Social Issues Reluctant to Marry—The Men Who Want to Stay Single 298

CHAPTER

13 Religion 306

The Nature Of Religion 307

The Elements of Religion 308

Magic 310

Major Types Of Religions 310

Supernaturalism 311

Animism 311

Theism 312

Monotheism 312

Abstract Ideals 312

A Sociological Approach To Religion 312

The Functionalist Perspective 312

The Conflict Theory Perspective 315

Organization Of Religious Life 316

The Universal Church 316

The Ecclesia 316

The Denomination 318

The Sect 318

Millenarian Movements 318

Aspects Of American Religion 319

Religious Diversity 319

Widespread Belief 320

Secularism 321

Ecumenism 323

Major Religions In The United States 323

Protestantism 324

Catholicism 324

Judaism 326

Islam 327

Social Aspects of Religious Affiliation 329

Summary 329

- Our Diverse World* Who Is God? 309
- Our Diverse World* The Worst Offenders of Religious Freedom 317
- Day-to-Day Sociology* Today's Cult Might Be Tomorrow's Mainstream Religion 319
- How Sociologists Do It* Is Your Professor an Atheist? 321
- Thinking About Social Issues* The Rise of No Religious Affiliation 322
- Day-to-Day Sociology* Changing Religion Early and Often 325

CHAPTER

14 Education 334**Education: A Functionalist View 335**

- Socialization 335
- Cultural Transmission 336
- Academic Skills 336
- Innovation 339
- Child Care 339
- Postponing Job Hunting 339

The Conflict Theory View 340

- Social Control 340
- Screening and Allocation: Tracking 341
- The Credentialized Society 342

Issues In American Education 344

- Unequal Access to Education 344
- Students Who Speak English as a Second Language 345
- High-School Dropouts 346
- Violence in the Schools 346
- Home Schooling 347
- Standardized Testing 349
- The Gifted 349

Summary 351

- Thinking About Social Issues* Is Education the Great Equalizer? 338
- Our Diverse World* Illiteracy Is Common Throughout the World 341
- Day-to-Day Sociology* Is a College Degree Worth the Trouble? 343

CHAPTER

15 Political and Economic Systems 355**Politics, Power, And Authority 357**

- Power 357
- Political Authority 357

Government And The State 358

- Functions of the State 358

Types Of States 359

- Autocracy 359
- Totalitarianism 359
- Democracy 360

Functionalist And Conflict Theory Views Of The State 360**The Economy And The State 361**

- Capitalism 361
- The Marxist Response to Capitalism 363
- Socialism 364
- The Capitalist View of Socialism 364
- Democratic Socialism 364

Political Change 365

- Institutionalized Political Change 365
- Rebellions 365
- Revolutions 366

The American Political System 367

- The Two-Party System 367
- Voting Behavior 368
- African Americans as a Political Force 370
- Hispanics as a Political Force 371
- The Role of the Media 371
- Special-Interest Groups 372

Summary 374

- Day-to-Day Sociology* Eat Your Fresh Fruit and Vegetables or Pay a Fine 362
- Our Diverse World* Does Suicide Terrorism Make Sense? 366
- Thinking About Social Issues* I Know It's Not True, But I'm Not Voting for Him Anyway 368

CHAPTER

16 Health and Aging 378**The Experience of Illness 379**

- Health Care in the United States 380
- Gender and Health 380
- Race and Health 382
- Social Class and Health 383
- Age and Health 383
- Education and Health 384
- Women in Medicine 386

Contemporary Health Care Issues 386

- Acquired Immunodeficiency Syndrome 387
- Health Insurance 387
- Preventing Illness 388

The Aging Population 390

- Composition of the Older Population 391
- Aging and the Sex Ratio 392
- Aging and Racial Minorities 392
- Aging and Marital Status 393
- Aging and Wealth 393
- Global Aging 394
- Future Trends 395

Summary 397

- Our Diverse World* Women Live Longer than Men Throughout the World 381
- Our Diverse World* Why Isn't Life Expectancy in the United States Higher? 384
- Day-to-Day Sociology* Marijuana: A Benign Drug or a Health Problem? 385
- How Sociologists Do It* Can Your Friends Make You Fat? 390
- Thinking About Social Issues* The Discovery of a Disease 392
- Our Diverse World* Stereotypes About the Elderly 395
- Our Diverse World* Global Aging Quiz 396

Glossary 402**References 413****Index 435****Practice Tests 449****Practice Test Answers 509**

Features Contents



How Sociologists Do It

If You Are Thinking About Sociology as a Career, Read This **5**

What Is the Difference Between Sociology and Journalism? **9**

A Fashion Model Becomes an Observing Participant **34**

How to Spot a Bogus Poll **38**

How to Read a Table **40**

Facebook, the Internet, and New Ethical Concerns **42**

Social Science in a War Zone **67**

The Conflict Between Being a Researcher and Being a Human Being **68**

Southerners Are Really Friendly Until You Disrespect Them **113**

Can One Bad Apple Spoil the Whole Group? **128**

It's the Little Things That Matter in Preventing Crime **155**

How Accurate Is Forensic Science? **160**

What Happened to the Men? **272**

Study, Graduate, and Be Married **290**

Do 50 Percent of All Marriages Really End in Divorce? **295**

Is Your Professor an Atheist? **321**

Can Your Friends Make You Fat? **390**



Thinking About Social Issues

Are College Students at High Risk for Suicide? **15**

Social Interaction in the Internet Age **20**

Famous Research Studies You Cannot Do Today **43**

Technology Changes Culture **62**

Can Socialization Make a Boy into a Girl? **76**

Don't Call Me. I'll Text You **114**

Do You Really Know How Much Your Friends Drink? **130**

How Bad Is the Crime Problem? **162**

Are Peaceful Pot Smokers Being Sent to Prison? **164**

The Continuing Debate over Capital Punishment: Does It Deter Murderers? **169**

Does the Income Gap Between the Rich and Poor Matter? **189**

Who Smokes? **192**

Where Are the Baby Girls? **219**

What If the Population Problem Is Not Enough People? **221**

How Have Public Attitudes About Racial Intermarriage Changed? **232**

Are You Hispanic, Latino, or Neither? **247**

Let Women Vote and You Will Get Masculine Women and Effeminate Men **261**

Reluctant to Marry—The Men Who Want to Stay Single **298**

The Rise of No Religious Affiliation **322**

Is Education the Great Equalizer? **338**

I Know It's Not True, But I'm Not Voting for Him Anyway **368**

The Discovery of a Disease **392**



Day-To-Day Sociology

How Long Do Marriages Last? **7**

Symbols in Cyberspace **60**

Does Day Care Create Unruly Brats? **86**

Television Made You the Designated Driver **90**

Can You Spot a Liar? **105**

Laugh and the World Laughs with You **109**

The Strength of the Informal Structure in Job Hunting **132**

Group Think Versus Crowdsourcing **136**

Would You Be Happier If You Were Richer? **184**

Speaking, Writing, or Blogging—Nowhere to Hide Gender **270**

Marriage and Divorce Quiz **287**

Today's Cult Might Be Tomorrow's Mainstream Religion **319**

Changing Religion Early and Often **325**

Is a College Degree Worth the Trouble? **343**

Eat Your Fresh Fruit and Vegetables or Pay a Fine **362**

Marijuana: A Benign Drug or a Health Problem? **385**



Our Diverse World

- Marriage to a Perfect Stranger **53**
- The United States and Europe—Two Different Worldviews **58**
- Win Friends and Lose Your Future: The Costs of Not “Acting White” **88**
- Could You Be a Success at a Japanese Company? **93**
- Cross-Cultural Social Interaction Quiz **104**
- A Bad Country in Which to Be a Criminal **168**
- Rich Countries with Poor Children **191**
- How Countries Differ—Japan and Nigeria **204**
- Life Chances of an Adolescent Girl in Liberia **213**
- How Many Minorities Are There? **234**
- Whites: The New Minority **243**
- Why Do Women Live Longer Than Men? **265**
- Who Is a Better Boss? **273**
- Who Is God? **309**
- The Worst Offenders of Religious Freedom **317**
- Illiteracy Is Common Throughout the World **341**
- Does Suicide Terrorism Make Sense? **366**
- Women Live Longer than Men Throughout the World **381**
- Why Isn’t Life Expectancy in the United States Higher? **384**
- Stereotypes About the Elderly **395**
- Global Aging Quiz **396**

Preface

As a freshman at Temple University, my first experience with a college textbook was in my sociology course. I dutifully read the assigned chapter during my first week of class hoping to become familiar with the subject matter of this required course. The only problem was that I had no idea what the author was saying. The writing level was advanced, the style dense, and the book downright threatening, without photos or illustrations. After several hours of reading, I felt frustrated and stupid, and I knew no more about sociology than when I started.

If this was what college was going to be like, I was not going to make it, I thought. I remember admitting reluctantly that I was probably not what guidance counselors in that day referred to as “college material.” I could picture myself dropping out after the first semester and looking for a job selling furniture or driving a cab. My family would be disappointed, but my father was a factory worker, and there was no family history of college attendance to live up to. I continued to struggle with the book and earned a D on the mid-term exam. After much effort, I managed to finish the course with a C, and a burning disinterest in the field of sociology. I did not take another sociology course for two years, and when I did it was “Marriage and the Family,” considered the easiest course on campus.

I often wonder how I came from this inauspicious beginning to become a sociology professor, let alone the author of a widely used introductory sociology textbook. Then again, maybe it is not all that unusual, because that experience continues to have an effect on me each day. Those 15 weeks helped to develop my view that little is to be gained by presenting knowledge in an incomprehensible or unnecessarily complicated way, or by making yourself unapproachable. Pompous instructors and intimidating books are a disservice to education. Learning should be an exciting, challenging, and eye-opening experience, not a threatening one.

One of the real benefits of writing eleven editions of this textbook is that I have periodically examined every concept and theory presented in an introductory course. In doing so, I have approached the subject matter through a new set of eyes and have consistently tried to find better ways of presenting the material. As instructors, we rarely venture into each other’s classrooms and hardly ever do we receive honest, highly detailed, and constructive criticism of how well we are transmitting the subject matter. In the writing of a textbook, we receive this type of information, and we can radically restructure or simply fine tune our presentation. It is

quite an education for those of us who have devoted our careers to teaching sociology.

● STUDENT-ORIENTED EDITION

Before revising this edition of *Introduction to Sociology*, we surveyed dozens of instructors to find out what they wanted in a textbook and what would assist them in the teaching of sociology, as well as satisfy student needs. This revised text reflects their significant input. In the surveys for this and past editions, we learned that both students and instructors continue to be concerned about the cost of textbooks. Introductory textbooks have become very attractive and expensive during the last decade, as publishers have added hundreds of color photos to the typical volume. This trend has caused the price of textbooks to increase, making them a substantial purchase for the typical student. A textbook, after all, is meant to be comprehensive, up-to-date, and to serve as an important supplement to a course. It makes no sense to make a book so colorful, and therefore so expensive, that students often forgo purchasing it.

To give students the best value for the dollar, we use a soft cover rather than a hard cover. In this way, students will be getting far greater value because nothing of educational content is sacrificed to produce this saving.

We are not, however, content to merely provide a better value. We also want to provide a better book. We, therefore, include a full, built-in study guide with this book that is as extensive, if not more so, than those typically sold separately. In this way, students will be able to purchase the combined textbook and study guide for considerably less than the price of a typical textbook. In fact, the price for our textbook/study guide combination will most likely be lower than the used copy price of a typical hardcover introductory sociology textbook.

● PRESENTATION

At the end of my sophomore year, I was on academic probation. I went to the university counseling center for advice. A well-meaning counselor asked me what I wanted to do in the future. I told him I wanted to be a professor. To his credit, he did not laugh or encourage me to think of something more in keeping with my

1.91 GPA. I might not have been a good student, but I was fascinated by what college had to offer. Where else could you be exposed to so much about a world that is so interesting? Belatedly, I began to realize that a great deal of what is interesting falls into the field of sociology.

My goal in this book is to demonstrate the vitality, interest, and utility associated with the study of sociology. Examining society and trying to understand how it works is an exciting and absorbing process. I have not set out to make sociologists of my readers (although if that happens, I will be delighted), but rather to show how sociology applies to many areas of life and how it is used in day-to-day activities. In meeting this objective, I have focused on two basic ideas: that sociology is a rigorous scientific discipline and that a basic knowledge of sociology is essential for understanding social interaction in many different settings, whether they be work or social. In order to understand society, we need to understand how it shapes people and how people in turn shape society.

Each chapter progresses from a specific to a general analysis of society. Each part introduces increasingly more comprehensive factors necessary for a broad-based understanding of social organization.

The material is presented through consistently applied learning aids. Each chapter begins with a chapter outline. Then, a thought-provoking opening vignette offers a real-life story of the concepts being covered. Key terms are presented in boldfaced type in the text. Key concepts are presented in italicized type in the text. A chapter summary concludes each chapter. An integrated study guide follows each chapter. A full glossary is in the back of the book for further reference.

Great care has been taken to structure the book in such a way as to permit flexibility in the presentation of the material. Each chapter is self-contained and, therefore, may be taught in any order.

It has taken nearly two years to produce this revision. Every aspect of this book has been updated and a great deal has been changed. The information is as current and up-to-date as possible and there are hundreds of 2000 through 2012 references throughout the book.

● A COMPARATIVE AND CROSS-CULTURAL PERSPECTIVE

Sociology is a highly organized discipline shaped by several theoretical perspectives or schools of thought. It is not merely the study of social problems or the random voicing of opinions. In this book, no single perspective is given greater emphasis; a balanced presentation of both functionalist theory and conflict theory is supplemented whenever possible by the symbolic interactionist viewpoint.

The book has received a great deal of praise for being cross-cultural in approach and for bringing in examples

from a wide variety of societies. Sociology is concerned with the interactions of people wherever and whenever they occur. It would be shortsighted, therefore, to concentrate on only our own society. Often, in fact, the best way to appreciate our own situation is through comparison with other societies. We use our cross-cultural focus as a basis for comparison and contrast with U.S. society.

● FEATURES

Opening Vignettes

Each chapter begins with a lively vignette that introduces students to the subject matter of the chapter. Many of these are from real-life events to which students can relate, such as the scientific validity of the fear that newborn infant theft from hospitals is a problem (Chapter 1), whether the NCAA is honest in broadcasting ads about basketball player graduation rates (Chapter 2), sociologist Peter Moskos and his socialization to being a police officer (Chapter 4), world famous violinist Joshua Bell playing in the Washington, D.C., subway for donations (Chapter 5), gender portrayals of characters in film (Chapter 11), and why modern medicine has become so expensive (Chapter 16). Others deal with unusual circumstances that remind students that there is a wide range of events to which sociology applies. Examples include the norm violation of attempting to order tea with sugar in Tokyo (Chapter 3), the eccentric soprano Florence Foster Jenkins (Chapter 7), and whites who claim to be black (Chapter 10).

Day-to-Day Sociology

These boxed features examine a trend or interesting sociological research that has a connection to student's lives. The instructor will be able to discuss these with an eye toward showing the relevance of sociology to everyday life. Included in these are such topics as "Symbols in Cyberspace," "How Long Do Marriages Last?" "Does Day Care Create Unruly Brats?" "Television Made You the Designated Driver," "Can You Spot a Liar?" "Laugh and the World Laughs with You," "The Strength of the Informal Structure in Job Hunting," "Group Think Versus Crowdsourcing," "Would You Be Happier If You Were Richer?" "Speaking, Writing, or Blogging—Nowhere to Hide Gender," "Marriage and Divorce Quiz," "Today's Cult Might Be Tomorrow's Mainstream Religion," "Changing Religion Early and Often," "Is a College Degree Worth the Trouble?" "Eat Your Fresh Fruit and Vegetables or Pay a Fine," and "Marijuana: A Benign Drug or a Health Problem?"

How Sociologists Do It

Social research is an important part of sociology. In this section, we present a variety of studies and information that helps expand our knowledge of the social world.

Included are “If You Are Thinking About Sociology as a Career, Read This,” “What Is the Difference Between Sociology and Journalism?” “How to Spot a Bogus Poll,” “How to Read a Table,” “Facebook, the Internet, and New Ethical Concerns,” “A Fashion Model Becomes an Observing Participant,” “Social Science in a War Zone,” “The Conflict Between Being a Researcher and Being a Human Being,” “Southerners Are Really Friendly Until You Disrespect Them,” “Can One Bad Apple Spoil the Whole Group?” “It’s the Little Things That Matter in Preventing Crime,” “How Accurate Is Forensic Science?” “What Happened to the Men?” “Study, Graduate, and Be Married,” “Do 50 Percent of All Marriages Really End in Divorce?” “Is Your Professor an Atheist?” and “Can Your Friends Make You Fat?”

Our Diverse World

To highlight the cross-cultural nature of this book, many chapters include a box entitled “Our Diverse World.” These boxed features encourage students to think about sociological issues in a larger context and explore the global diversity present in the world. The United States with its extensive history of immigration has become one of the most diverse countries in the world. How has this diversity expressed itself? In these boxed features we explore such questions as “Marriage to a Perfect Stranger,” “The United States and Europe—Two Different Worldviews,” “Win Friends and Lose Your Future: The Costs of Not ‘Acting White,’” “Could You Be a Success at a Japanese Company?” “Cross-Cultural Social Interaction Quiz,” “A Bad Country in Which to Be a Criminal,” “Rich Countries with Poor Children,” “How Countries Differ—Japan and Nigeria,” “Life Chances of an Adolescent Girl in Liberia,” “How Many Minorities Are There?” “Whites: The New Minority,” “Why Do Women Live Longer Than Men?” “Who Is a Better Boss?” “Who Is God?” “The Worst Offenders of Religious Freedom,” “Illiteracy Is Common Throughout the World,” “Does Suicide Terrorism Make Sense?” “Women Live Longer than Men Throughout the World,” “Why Isn’t Life Expectancy in the United States Higher?” “Stereotypes About the Elderly,” and “Global Aging Quiz.”

Thinking About Social Issues

These boxes will help students realize that most social events require close analysis and that hastily drawn conclusions are often wrong. The students will see that to be a good sociologist, one must be knowledgeable about disparate positions and must be willing to question the validity of all statements and engage in critical thinking. Included in this section are such issues as “Are College Students at High Risk for Suicide?” “Social Interaction in the Internet Age,” “Famous Research Studies You Cannot Do Today,” “Technology Changes Culture,” “Can Socialization Make a Boy into a Girl?” “Don’t Call Me. I’ll Text You,” “Do You Really Know How Much Your Friends

Drink?” “Are Peaceful Pot Smokers Being Sent to Prison?” “The Continuing Debate over Capital Punishment: Does It Deter Murderers?” “Does the Income Gap Between the Rich and Poor Matter?” “Who Smokes?” “Are You Hispanic, Latino, or Neither?” “Where Are the Baby Girls?” “What If the Population Problem Is Not Enough People?” “How Have Public Attitudes About Racial Inter marriage Changed?” “Reluctant to Marry—The Men Who Want to Stay Single,” “The Rise of No Religious Affiliation,” “Is Education the Great Equalizer?” “Let Women Vote and You Will Get Masculine Women and Effeminate Men,” and “I Know It’s Not True, But I’m Not Voting for Him Anyway.”

There are more than 25 new boxes in this edition. Other boxes that appeared in previous editions have been substantially changed.

● NEW TO THE ELEVENTH EDITION

This edition has been substantially revised to make it as current as possible and to reflect new developments in the field of sociology. The goal has always been to make the material accessible and make it possible for instructors to present an interesting and informative course.

The book is organized into four major parts: The Study of Sociology (Chapters 1 and 2); The Individual in Society (Chapters 3-7); Social Inequality (Chapters 8-11) and; Institutions and Social Issues (Chapters 12-16).

Chapter 1 The Sociological Perspective

This chapter introduces students to the field and asks them to go beyond popular sociology and investigate society more scientifically than they did before. They get to look at major events, as well as at everyday occurrences, a little differently and start to notice patterns they might have never seen before. After students are equipped with the tools of sociology, they should be able to evaluate critically popular presentations of sociology. They will see that sociology represents both a body of knowledge and a scientific approach to the study of social issues.

The chapter also reviews the development of the field of sociology and the various schools of thought. The classical sociology material is presented in a way that it can be related to contemporary developments. For example, Durkheim’s suicide study can be discussed in the context of new material presented on whether college students are at higher or lower risk for suicide than non-college students of the same age.

Chapter 2 Doing Sociology: Research Methods

In this chapter, students are introduced to the research process and the major research methods—social surveys,

secondary analysis, participant observation, and controlled experiments. There is new material on a sociologist who used to be a fashion model and used that experience to study the field as an observing participant. The chapter also discusses ethical considerations in social research and presents material on a sociological study of Harvard students and their Facebook usage that was done without their informed consent.

Chapter 3 Culture

The chapter presents the view that most definitions of culture emphasize certain features, namely, that culture is shared; it is acquired, not inborn; the elements make up a complex whole; and it is transmitted from one generation to the next. New material is presented on arranged marriage in India as well as a discussion of the differences in worldviews between the United States and Europe. The chapter also includes an updated discussion of the Human Terrain program that the U.S. military implemented because they believed they needed a better cultural understanding of life in Afghanistan.

Chapter 4 Socialization and Development

In Chapter 4, students are introduced to the process of social interaction that teaches the child the intellectual, physical, and social skills needed to function as a member of society. The goal is to have the students become aware of the pull between nature and nurture. Boxes in this chapter discuss such issues as whether socialization can influence gender behavior, the costs of not “acting white” among black students, and the vastly different social expectations of what it takes to succeed in a Japanese company.

Chapter 5 Social Interaction

This chapter begins with an examination of the basic types of social interaction, whether verbal or nonverbal. How social interaction affects those involved is also explored. Later in the chapter, the discussion broadens to focus on groups and social interactions within them. There are boxes that ask students to look more closely at the role of lying, as well as laughing, in social interaction. Later, the role of texting is examined.

Chapter 6 Social Groups and Organizations

A good deal of social interaction occurs in the context of groups. The chapter discusses why groups are important to its members and how people can tell an insider from an outsider. The chapter asks students whether one bad member can spoil the whole group. The chapter also discusses the mistaken conceptions students have about how much their fellow students drink.

Finally, there is a discussion comparing group think to crowdsourcing.

Chapter 7 Deviant Behavior and Social Control

The chapter explores what determines whether a person's actions are seen as eccentric, creative, or deviant. Moral codes differ widely from one society to another and even within a society. Within a society, groups and subcultures exist whose moral codes differ considerably. The latest data on crime trends in the United States and the rest of the world are also presented. Incarceration rates in the United States are compared to those in other countries, and the death penalty is explored in depth. Many students are attracted to criminal justice careers today. The chapter explores the question of how accurate the field of forensic science actually is.

Chapter 8 Social Class in the United States

The chapter provides an overview of the core ideas in the discussion of social class and social stratification. The goal is to have students see social class in a broader context of social and lifestyle issues. New material discusses the correlation between smoking and social class. It also asks student whether they would be happier if they were richer and presents information showing income as only one factor in happiness. Other material in the chapter looks at the gap between the rich and the poor and asks whether it has become larger in recent years.

Chapter 9 Global Stratification

After exploring social class in the United States in the previous chapter, this chapter broadens the discussion and looks at the significance of global stratification. The vast social inequality throughout the world is explored and data are presented from developed and less developed countries. The chapter looks at the substantially different issues confronting countries experiencing explosive population growth compared to those losing population. The chapter also looks at the issues of sex-selection abortions taking place in certain countries and the social problems caused by this practice.

Chapter 10 Racial and Ethnic Minorities

Racial and ethnic issues have been at the forefront of sociological concerns. The chapter explores the significance of race and ethnicity in society. The chapter asks students to think about how many minorities there are in the United States. There is an examination of the fact that the projections suggest that whites will become a minority in the future. Other material examines the growth of Hispanic and Asian populations in American

society. The chapter also explores the change in public attitude toward racial intermarriage.

Chapter 11 Gender Stratification

The chapter explores the social, psychological, and cultural attributes of masculinity and femininity. Gender issues have been changing dramatically in recent years and the chapter presents data highlighting these changes. The chapter examines gender differences in social interaction including differences in the workplace. It also explores such issues as men withdrawing from certain areas of society as women have advanced. Gender changes in certain professions are also looked at, as well as the differences in male and female performance in higher education. The chapter also examines why women live longer than men.

Chapter 12 Marriage and Changing Family Arrangements

Many family forms are common today: single-parent families (resulting from either unmarried parenthood or divorce), remarried couples, unmarried couples, step-families, and extended or multigenerational families. The family has been undergoing substantial changes and the chapter discusses these, as well as the rise of cohabitation and unmarried mothers. The average age of marriage has also increased rapidly, producing changes in divorce rates and family size. The chapter also explores divorce and remarriage and asks whether there is truth to the belief that 50 percent of all marriages really do end in divorce.

Chapter 13 Religion

The chapter examines the system of beliefs, practices, and philosophical values shared by a group of people that is commonly referred to as religion. Current trends in religion, such as the rapid increase in the number of people who claim no religious affiliation, are explored. There is also a discussion about the increasingly common practice of changing religion. The chapter looks at the transition from a cult to a mainstream religion and the level of religiosity among faculty members.

Chapter 14 Education

This chapter examines the role of education in society. It looks at the issue of whether education is the great equalizer as is commonly thought. International comparisons are present throughout the chapter and a discussion of the extensive level of worldwide illiteracy is presented. Students are also asked to evaluate the value of a college degree and its effect on life chances.

Chapter 15 Political and Economic Systems

This chapter begins by examining the political institution and realizing that the economy is intimately tied to the political system. It also examines that connection. The chapter explores voting behavior, and African Americans and Hispanics as a political force. The role of the media is examined, as well as the influence of special-interest groups. Attempts to influence healthier behavior by political action are explored. The chapter also looks at the role of suicide terrorism in an international context.

Chapter 16 Health and Aging

Medicine and health care issues are intertwined with our social, emotional, and cultural life. This chapter examines these interactions. The chapter also explores why the life expectancy in the United States is not higher than it is, given the vast amount of money spent on health care. There is a discussion of whether marijuana is really a benign drug that has medical benefits, as well as a discussion of the influence of friends on your weight. The chapter also looks at the growth in the aging population and the impact it has on other areas of society.

● THE ANCILLARY PACKAGE

The primary objective of a textbook is to provide clear information in a format that promotes learning. In order to assist the instructor in using *Introduction to Sociology*, an extensive ancillary package has been developed to accompany the book.

Supplements for Instructors

Sociology CourseMate This website for *Introduction to Sociology*, Eleventh Edition, brings chapter topics to life with interactive learning, study, and exam preparation tools, including quizzes and flash cards for each chapter's key terms and concepts. The site also provides an e-book version of the text with highlighting and note-taking capabilities. For instructors, this text's CourseMate also includes Engagement Tracker, a first-of-its-kind tool that monitors student engagement in the course. Go to login.cengage.com to access these resources.

WebTutor™ on Blackboard® and WebCT® Jump-start your course with customizable, rich, text-specific content within your Course Management System:

- **Jump-start**—Simply load a WebTutor cartridge into your Course Management System.
- **Customizable**—Easily blend, add, edit, reorganize, or delete content.
- **Content:** Rich, text-specific content, media assets, e-book, quizzing, web links, videos, and more.

Whether you want to Web-enable your class or put an entire course online, WebTutor delivers. Visit webtutor.cengage.com to learn more.

The Wadsworth Sociology Video Library Volume I, II, and III (featuring BBC Motion Gallery video clips) drives home the relevance of course topics through short, provocative clips of current and historical events. Perfect for enriching lectures and engaging students in discussion, many of the segments on this volume have been gathered from the BBC Motion Gallery. Ask your Cengage Learning representative for a list of contents.

CourseReader for Sociology allows you to create a fully customized online reader in minutes. You can access a rich collection of thousands of primary and secondary sources, readings, and audio and video selections from multiple disciplines. Each selection includes a descriptive introduction that puts it into context, and every selection is further supported by both critical-thinking and multiple-choice questions designed to reinforce key points. This easy-to-use solution allows you to select exactly the content you need for your courses, and it is loaded with convenient pedagogical features, such as highlighting, printing, note taking, and downloadable MP3 audio files for each reading. You have the freedom to assign and customize individualized content at an affordable price. CourseReader is the perfect complement to any class.

Instructor's Resource Manual and Test Bank In addition to the student study guide and practice tests in the textbook, an Instructor's Manual and Test Bank are also available. This provides for unusual consistency and integration among all elements of the teaching and learning package. Both the new and experienced instructor will find plenty of ideas in this Instructor's Manual, which is closely correlated to the textbook and the student study guide. Each chapter of the manual includes teaching objectives, key terms, lecture suggestions, activities, discussion questions, and formatted handouts for many topics. The Instructor's Manual also contains an annotated list of resources for students for reference or as a handout. Instructors will be able to download the Instructor's Manual from the Wadsworth Sociology website.

Consult your sales representative for access information or information on how to secure the printed version. The Test Bank contains multiple-choice, true/false, and essay questions keyed to each learning objective. These test items are page-referenced to the

textbook and include significant numbers of application as well as knowledge questions. Story problems use names drawn from a variety of cultures, reflecting the diversity of U.S. society. Instructors requested that the questions be tied to the practice tests, and we followed that suggestion.

Supplements for Students

Built-in Study Guide and Practice Tests The interactive workbook study guide is fully integrated into the book. Each chapter is followed by a study guide section so students can review the material immediately, without having to search for it elsewhere in the book. This encourages students to see the study guide as an integral part of the learning process.

The study guide provides for ample opportunity to review the material with a variety of styles of review questions. All key terms and key sociologists are reviewed with matching questions. Key concepts are revisited with fill-in questions. Critical Thought Exercises help students contextualize concepts covered in the chapter. Often Web site URLs are provided for students to expand on their exploration of the topic. And a matching question-answer key is provided to allow students immediate review of their answers.

Practice tests are in the back of the book to provide students with additional preparation for testing. Whereas other practice tests are limited to recognition and recall items, these questions lead students to engage in such higher-level cognitive skills as analysis, application, and synthesis. The tests encourage students to think critically and apply the material to their experiences. Again, an answer key is provided to allow students full review and preparation.

All of these tools will be very useful for students preparing for essay exams and research papers. The textbook also includes the important section entitled "How to Get the Most Out of Sociology," which discusses how to use the study guides, practice tests, and lecture material in preparing for exams and getting the most out of the introductory sociology course.

Sociology CourseMate This website for *Introduction to Sociology*, Eleventh Edition, brings chapter topics to life with interactive learning, study, and exam preparation tools, including quizzes and flash cards for each chapter's key terms and concepts. The site also provides an e-book version of the text with highlighting and note-taking capabilities. Students can access this new learning tool and all other online resources through cengagebrain.com.

● ACKNOWLEDGMENTS

The textbook and study guide manuscripts have been written after an extensive survey of faculty at a wide variety of institutions. I am grateful for the thoughtful contributions of the following people:

Mark Christian, Miami University, Hamilton

Dr. Durrell W. Dickens, Lee College

Mitra Hoshiar, Los Angeles Pierce College

Marion R. Hughes, Towson University

Kimberly A. Reed, Triton College and Elgin Community College

Tina Rushing, Kilgore College

I also wish to thank the many colleagues and reviewers of previous editions of *Introduction to Sociology* for their many contributions and suggestions. I am grateful for the thoughtful contributions of the following people:

Laura Dowd, University of Georgia; Nancy Feather, West Virginia University; Hubert Anthony Kleinpeter, Florida A&M University; Steven Patrick, Boise State University; Craig T. Robertson, University of North Alabama; Laurie Smith, East Texas Baptist University; Patrick Ashton, Indiana University—Purdue University; Froud Stephen Burns, Floyd Junior College; Peter Chroman, College of San Mateo; Mary A. Cook, Vincennes University; William D. Curran II, South Suburban College; Ione Y. Deollos, Ball State University; Stanley Deviney, University of Maryland—Eastern Shore; Brad Elmore, Trinity Valley Community College; Cindy Epperson, St. Louis Community College—Meramac; Larry Frye, St. Petersburg College; Richard Garnett, Marshall University; David A. Gay, University of Central Florida; Daniel T. Gleason, Southern State College; Charlotte K. Gotwald, York College of Pennsylvania; Richard L. Hair, Longview Community College; Selwyn Hollingsworth, University of Alabama; Sharon E. Hoga, Longview Community College; Bill Howard, Lincoln Memorial University; Sidney J. Jackson, Lakewood Community College; Michael C. Kanan, Northern Arizona University; Ed Kick, Middle

Tennessee State University; Louis Kontos, Long Island University; Steve Liebowitz, University of Texas, Pan American; Thomas Ralph Peters, Floyd College; David Phillips, Arkansas State University; Kanwal D. Prashar, Rock Valley Community College; Charles A. Pressler, Purdue University, North Central; Stephen Reif, Kilgore College; Richard Rosell, Westchester Community College; Catherine A. Stathakis, Goldey Beacom College; Doris Stevens, McLennan Community College; Gary Stokley, Louisiana Tech University; Elena Stone, Brandeis University; Judith C. Stull, La Salle University; Lorene Taylor, Valencia Community College; Paul Thompson, Polk Community College; Brian S. Vargus, Indiana University—Purdue University Indianapolis; Steven Vassar, Minnesota State University—Mankato; Peter Venturelli, Valparaiso University; J. Russell Willis, Grambling State University; Bobbie Wright, Thomas Nelson Community College; William Egelman, Iona College; Carol Apt, South Carolina State University; Lynda Mae, Western Nevada Community College; Margaret E. Preble, Thomas Nelson Community College; Mark Miller, East Texas Baptist University; and Rebecca Stevens, Mount Union College.

At Montclair State University, I would like to thank the following colleagues for their support of the book: Jay Livingston, Gil Klagman, Benjamin Hadis, Janet Ruane, Laura Kramer, and Peter Freund.

A project of this magnitude becomes a team effort, with many people devoting enormous amounts of time to ensure that the final product is as good as it can possibly be. At Cengage, I would like to thank the following people who ushered this project through its many stages: Seth Dobrin, senior acquisitions editor; Liana Sarkisian, developmental editor; Michelle Clark, senior content project manager; John Chell, media editor; and Nicole Bator, editorial assistant.

It was a privilege to have the support and assistance of these very capable people. I am also grateful to all those students and instructors who have shared with me their thoughts about this book over the years. Please continue to let me know how you feel about this book.

Henry L. Tischler
htischler@framingham.edu

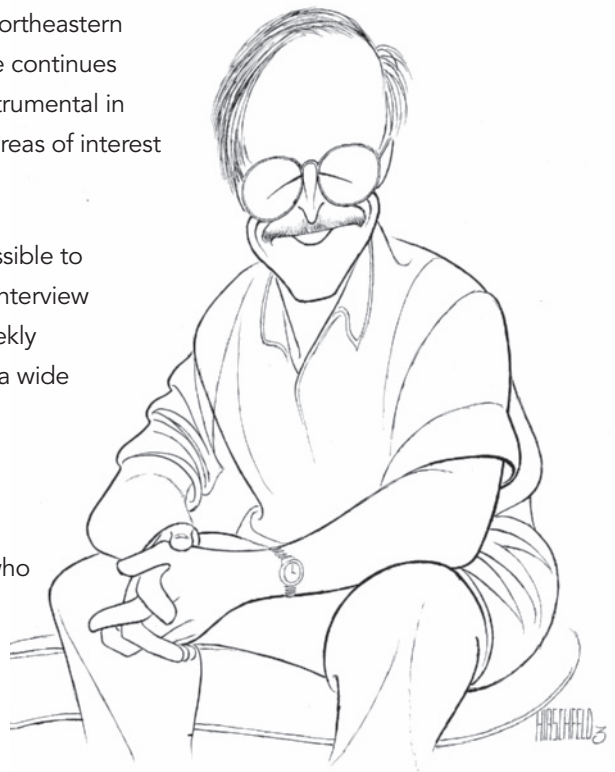
About the Author

HENRY L. TISCHLER grew up in Philadelphia and received his bachelor's degree from Temple University and his masters and doctorate degrees from Northeastern University. He pursued postdoctoral studies at Harvard University. His first venture into textbook publishing took place while he was still a graduate student in sociology when he wrote the fourth edition of *Race and Ethnic Relations* with Brewton Berry. The success of that book led to his authorship of the eleven editions of *Introduction to Sociology*.

Tischler has been a professor at Framingham State University in Framingham, Massachusetts, for several decades. He has also taught at Northeastern University, Tufts University, and Montclair State University. He continues to teach introductory sociology every year and has been instrumental in encouraging many students to major in the field. His other areas of interest are race and ethnicity, and crime and deviant behavior.

Professor Tischler has been active in making sociology accessible to the general population and has been the host of an author interview program on National Public Radio. He has also written a weekly newspaper column called "Society Today" which dealt with a wide variety of sociological topics.

Tischler and his wife Linda divide their time between Boston and New York City. Linda Tischler is a senior editor at a national magazine. The Tischlers have a daughter Melissa, who is a strategy consultant, and a son Ben, who is an interactive producer for an advertising company.



©2000 Al Hirschfeld. Drawing reproduced by special arrangement with the Margo Feiden Galleries Ltd., New York.



A Word to the Student

How to Get the Most Out of Sociology

● EFFECTIVE STUDY: AN INTRODUCTION

Why should you read this essay? If you think you can get an A in the course, perhaps you can skip it. Maybe you are just not interested in sociology or about learning ways to become a really successful student. Maybe you're just here because an advisor told you that you need a social science course. Maybe you feel, "Hey, a C is good. I'll never need this stuff." If so, you can stop reading now.

But if you want to do well in sociology—thereby becoming a more effective participant in society and social life—and if you want to learn some techniques to help you in other classes, too, this is for you. It's filled with the little things no one ever seems to tell you that improve grades, make for better understanding of classes—and may even make classes enjoyable for you. The choice is yours: to read, or not to read. Be forewarned. These contents may challenge the habits of a lifetime—habits that have gotten you this far but ones that may endanger your future success.

This essay contains ways to help you locate major ideas in your textbook. It contains many techniques that will be of help in reading your other course textbooks. If you learn these techniques early in your college career, you will have a head start on most other college students. You will be able to locate important information, understand lectures better, and probably do better on tests. By understanding the material better, you will not only gain a better understanding of sociology but also find that you are able to enjoy your class more.

● THE PROBLEM: PASSIVE READING

Do you believe reading is one-way communication? Do you expect the author's facts will become apparent if you only read hard enough or long enough? (Many students feel this way.) Do you believe the writer has buried critical material in the text somewhere and that you need only find and highlight it to get all that's important? And do you believe that if you can memorize these highlighted details you will do well on tests? If so, then you are probably a passive reader.

The problem with passive reading is that it makes even potentially interesting writing boring. Passive reading reduces a chapter to individual, frequently unrelated facts instead of providing understanding of important concepts. It seldom digs beneath the surface, relying on literal meaning rather than sensing implications. Since most college testing relies on understanding of key concepts

rather than simple factual recall, passive reading fails to significantly help students to do well in courses.

Key Features of the Study Guide

For each chapter you will find the following:

Key concepts matching exercise

Includes every major term defined in the chapter
Promotes association of major thinkers with their key ideas or findings
Provides correct answers

Key thinkers matching exercise (where relevant)

Includes most important theorists or researchers discussed in the text
Promotes association of major thinkers with their key ideas or findings
Provides correct answers

Critical-thinking questions

Promotes depth in reflecting on the material
Encourages creative application of the important concepts to everyday life
Presented in increasing levels of complexity, abstraction, and difficulty
Provides help in preparing for essay exams and papers

Comprehensive practice test

Includes questions on all major points in the chapter
Includes true/false, multiple-choice, and essay questions
Provides correct answers

● THE SOLUTION: ACTIVE READING

Active reading is recognizing that a textbook should provide two-way communication. It involves knowing what aids are available to help understand the text and then using them to find the meaning. It involves prereading and questioning. It includes recording of questions, vocabulary learning, and summarizing. Still, with all these techniques, it frequently takes less time and produces significantly better results than passive reading.

This textbook—especially the Study Guide—is designed to help you become an active reader. For your convenience, the Study Guide material related to each chapter appears right after that chapter.

The corners of the Study Guide pages are edged in color for easy reference. In the Study Guide, you will find a variety of learning aids based on the latest research on study skills. If you get into the habit of using the aids

presented here, you can apply similar techniques to your other textbooks and become a more successful learner.

● EFFECTIVE READING: YOUR TEXTBOOK

As an active reader, how should you approach your textbook? Here are some techniques for reading text chapters that you should consider.

1. **Think first about what you know.** Read the title of the chapter, and then ask yourself what experiences you have had that relate to the title. For example, if the title is “Society and Social Interaction,” ask yourself, “Have I been a part of a social group? In what ways have I interacted with others in social groups? What do I remember about the experience?” Answers to these questions personalize the chapter by making it relate to your experiences. They provide a background for the chapter, which experts say improves your chances of understanding the reading. They show that you do know something about the chapter so that its content won’t be so alien.
2. **Review the learning objectives.** Not all textbooks provide learning objectives as this one does, but, where available, they can be a valuable study aid. Learning objectives are stated in behavioral terms—they tell you what you should be able to do when you finish the chapter. Ask yourself questions about the tasks suggested in each learning objective and then read to find the information needed to accomplish that task. For instance, if a learning objective states, “Explain how variations in the size of groups affect what goes on within them,” then you’ll want to ask yourself something like, “How do groups vary in size?” and “How does each variation affect interaction within the group?”
3. **Prior to reading the textbook chapter, read the chapter summary as a guide to important terms and ideas.** The summary includes all the points you need to make sure you know. Some items you may not know anything about. This tells you where to spend your reading time. A good rule: Study most what you know least. Wherever it is, the summary is often your best guide to important material.
4. **Pay attention to your chapter outline.** This textbook, like most other introductory college textbooks, has an outline at the beginning of each chapter. If you do nothing else besides reading the summary and going through this outline before reading the chapter, you will be far ahead of most students because you will be aware of what is important. The outline indicates how ideas are organized in the chapter and how those ideas relate to one another. Certain ideas are indented

to show that they are subsets or parts of a broader concept or topic. Knowing this can help you organize information as you read.

5. **Question as you read.** Turn your chapter title into a question, then read up to the first heading to find your answer. The answer to your question will be the main idea for the entire chapter. In forming your question, be sure it contains the chapter title. For example, if the chapter title is “Doing Sociology: Research Method,” your question might be “What research methods does sociology use?” or “Why do you need to know about research methods to do sociology?” As you go through the chapter, turn each heading into a question, and then read to find the answer. Most experts say that turning chapter headings into questions is a valuable step in focusing reading on important information.

You might also want to use the learning objectives as questions. You know that these objectives will point you toward the most important material in a section. However, it is also a good idea to form your own questions to get into the habit for books that do not contain learning objectives. A good technique might be to think of your own question, and then check it against the appropriate objective before reading. In any case, use a question and then highlight your answer in the text. This will be the most important content under each heading. Don’t expect every word to be important. Focus on finding answers.

Guidelines for Effective Reading of Your Textbook

1. Think first about what you know.
2. Review the learning objectives.
3. Prior to reading the textbook chapter, read the chapter summary as an index to important terms and ideas.
4. Pay attention to your chapter outline.
5. Question as you read.
6. Pay attention to graphic aids.
7. When in doubt, use clues to find main ideas.
8. Do the exercises in the Study Guide.
9. Review right after reading.

6. **Pay attention to graphic aids.** As you read, note those important vocabulary words appearing in bold type. Find the definitions for these words (in this book, definitions appear in italics right next to key words) and highlight them. These terms will be important to remember. Your Study Guide identifies all these important terms in the section headed “Key Concepts.” A “Key Thinkers” section identifies the sociologists and other important thinkers in the chapter worth remembering.

Both the “Key Concepts” and “Key Thinkers” sections are organized as matching exercises. Testing yourself after you read a text chapter (the answer key is at the end of the Study Guide) will let you know whether you recognize the main concepts and researchers.

Pay attention to photos and photo captions. They make reading easier because they provide a visualization of important points in the textbook. If you can visualize what you read, you will ordinarily retain material better than people who don’t use this technique. Special boxed sections usually give detailed research information about one or more studies related to a chapter heading. For in-depth knowledge, read these sections, but only after completing the section to which they refer. The main text will provide the background for a better understanding of the research, and the visualization provided by the boxed information will help illuminate the text discussion.

7. **When in doubt, use clues to find main ideas.** It is possible that, even after using the questioning technique, there still are sections where you are uncertain whether you’re getting the important information. You have clues both in the text and in the Study Guide to help you through such places. In the text, it helps to know that main ideas in paragraphs occur more frequently at the beginning and end. Watch for repeated words or ideas—these are clues to important information. Check examples; whenever the author uses examples to document something, it is usually an important idea. Be alert for key words (such as “first,” “second,” “clearly,” “however,” “although,” and so on); these also point to important information. Names of researchers (except for those named only within parentheses) will almost always be important. For those chapters in which important social scientists are discussed, you will find a “Key Thinkers” section in your Study Guide.
8. **Do the exercises in the Study Guide.** The exercises in the Study Guide are designed as both an encouragement and a model of active learning. The exercises are not about mere regurgitation of material. Rather, you are asked to analyze, evaluate, and apply what you read in the text. By completing these exercises, you are following two of the most important principles articulated in this essay: You are actively processing the material, and you are applying it to your own life and relating it to your own experiences. This will increase your learning.
9. **Review right after reading.** Most forgetting takes place in the first day after reading. A review right after reading is your best way to hold text material in your memory. A strong aid in doing this review is your Study Guide. If a brief review is all you have

time for, return to the learning objectives at the beginning of the chapter. Can you do the things listed in the objectives? If so, you probably know your material. If not, check the objectives and reread the related chapter sections to get a better understanding.

An even better review technique is to complete—if you haven’t already done so—the exercises. Writing makes for a more active review, and if you do the exercises, you will have the information you need from the chapter. If there are blanks in your knowledge, you can check the appropriate section of text and write the information you find in your Study Guide. This technique is especially valuable in classes requiring essay exams or papers, as it gives you a comprehensive understanding of the material as well as a sense of how it can be applied to real-world situations.

For a slightly longer but more complete review, do the “Key Concepts” and “Key Thinkers” matching tests. These will assure you that you have mastered the key vocabulary and know the contributions of the most important researchers mentioned in the chapter. Since a majority of test questions are based on the understanding of vocabulary, research findings, and major theories, this is an important study method.

It is also a good idea to review the “Critical Thought” questions in the Study Guide. One key objective of sociology—indeed, of all college courses—is to help you develop critical-thinking skills. Though basic information may change from year to year as new scientific discoveries are made, the ability to think critically in any field is important. If you get in the habit of going beyond surface knowledge in sociology, you can transfer these skills to other areas. This can be a great benefit not only while you’re in school but afterward as well. As with the exercises section, these questions provide the kind of background that is extremely useful for essay exams.

What other methods would an active student use to improve understanding and test scores in sociology? The next several sections present a variety of techniques.

● FUNCTIONING EFFECTIVELY IN CLASS

To function effectively in class, you must of course be there. Even if no one is taking attendance or forcing you to be present, studies show that you have a significantly greater chance of succeeding in your class if you attend regularly. Lecture material is generally important—and it is given only once. If you miss a lecture, in-class discussion, game, or simulation, there is no really effective way to make it up.

Guidelines for Effective Functioning in Class

1. Begin each class period with a question.
2. Ask questions frequently.
3. Join in classroom discussion.

Assuming you are present, there are two ways of participating in your sociology class: actively and passively. Passive participation involves sitting there, not contributing, waiting for the instructor to tell you what is important. Passive participation takes little effort and produces less learning. Unless you are actively looking for what is significant, the likelihood of finding the important material or of separating it effectively from what is less meaningful is not great. The passive student runs the risk of taking several pages of unneeded notes or of missing key details altogether.

Active students begin each class period with a question. “What is this class going to be about today?” They find an answer to that question, usually in the first minute, and use this as the key to important material throughout the lecture or other activity. When there is a point they don’t understand, they ask questions. Active students know that many other students probably have similar questions but are afraid to ask. Asking questions allows you to help others while helping yourself.

Active students also know that what seems to be a small point today may be critical to understanding a future lecture. Such items also have a way of turning up on tests. If classroom discussion is called for, active students are quick to join in. And the funny thing is, they frequently wind up enjoying their sociology class as they learn.

● EFFECTIVE STUDYING

As you study your sociology text and notes, both the method you use and the time picked for study will affect your comprehension. Establishing an effective study routine is important. Without a routine, it is easy to put off study—and put it off, and put it off . . . until it is too late. To be most effective, follow the few simple steps listed below.

Guidelines for Effective Studying

1. When possible, study at the same time and place each day.
2. Study in half-hour blocks with five-minute breaks.
3. Review frequently.
4. Don’t mix study subjects.
5. Reward yourself when you’re finished.

1. **When possible, study at the same time and place each day.** Doing this makes use of psychological conditioning to improve study results. “Because it is 7:00 P.M. and I am sitting at my bedroom desk, I realize it is time to begin studying sociology.”
2. **Study in half-hour blocks with five-minute breaks.** Long periods of study without breaks frequently reduce comprehension to the 40% level. That is inefficient. By using short periods (about 30 minutes) followed by short breaks, you can move that comprehension rate into the 70% range. Note that if 30 minutes end while you are still in the middle of a text section, you should go on to the end of that section before stopping.
3. **For even more efficient study, review frequently.** Take about a minute at the end of each study session to mentally review what you’ve studied so far. When you start the next study session, spend the first minute or two rehearsing in your mind what you studied in the previous session. This weaves a tight webbing in which to catch new associations. Long-term retention of material is aided by frequent review, about every two weeks. A 10-minute review planned on a regular basis saves on study time for exams and ensures that you will remember needed material.

Another useful way to review is to try to explain difficult concepts or the chapter learning objectives to someone else. One problem students often have is thinking they know the material while studying and reviewing it by themselves, only to have that knowledge leave them at the time of the exam. Trying to explain something to someone else forces us to be clear about key points and to discover and articulate the relationship among the components of an idea. Ask your friends or family to bear with you as you try to explain the material. After all, they will learn something as well!
4. **Don’t mix study subjects.** Do all of your sociology work before moving on to another course. Otherwise, your study can result in confusion of ideas and relationships within materials studied.
5. **Finally, reward yourself for study well done.** Think of something you like to do, and do it when you finish studying for the day. This provides positive reinforcement, which makes for continued good study.

● SUCCESSFULLY TAKING TESTS

Of course, tests are important to you as a student. Tests are where you can demonstrate to yourself and to the instructor that you really know the material. The trouble is, few people have learned how to take tests effectively.

And knowing how to take tests effectively makes a significant difference in exam scores. Here are a few tips to improve your test-taking skills.

Studying for the Tests

1. Think before you study.
2. Begin study a week early.
3. Put notes and related chapters together for study.
4. Take practice tests.

Studying for Tests

1. **Think before you study.** All material is not of equal value. What did the instructor emphasize in class? What was covered in a week? A day? A few minutes? Were any chapters emphasized more than others? Which learning objectives did your instructor stress? Review the “Key Thinkers” and “Key Concepts” sections in your Study Guide for important people and terms. Which of these were given more emphasis by your instructor? Use these clues to decide where to spend most of your study time.
2. **Begin studying a week early.** When you start early, if you encounter material you don’t know, you have time to find answers. If you see that you know blocks of material already, you have saved yourself time in future study sessions. You also avoid much of the forgetting that occurs with last-minute cramming.
3. **Put notes and related chapters together for study.** Integrate the material as much as possible, perhaps by writing it out in a single, comprehensive format. A related technique is to visualize the material on the pages of the text and in your notes. You may even want to think of a visual metaphor for some of the key ideas. This way you can see and remember the connections between similar subjects or similar treatments of the same subject. Grouping the material will also make your studying much more efficient. As you study, don’t stop for unknown material. Study what you know. Once you know it, go back and look at what you don’t know yet. There is no need to study again what you already know. Put it aside, and concentrate on the unknown.
4. **Take practice tests.** When you have completed your studying, take the appropriate practice test for each chapter. These tests are grouped together at the back of the book. Tests include true/false and multiple-choice questions, with comprehensive or thematic essays at the end. Each test is divided into sections by major headings in the chapter. Within each section, questions are presented in scrambled order, as they are likely to be on the actual test. Taking the practice test contains

a double benefit. First, if you get a good score on this test, you know that you understand the material. Second, the format of the practice test is very similar to that of real tests. For this reason, you should develop confidence in your ability to succeed in course tests from doing well on the practice tests. If your course tests include essay questions, you should, in addition to the practice test essays, use the “Critical Thinking” sections to prepare and practice focused, in-depth answers.

Taking the Test

1. Don’t come early; don’t come late.
2. Make sure you understand all the directions before you start answering.
3. Read through the test, carefully answering only items you know.
4. Now that you’ve answered what you know, look carefully at the other questions.
5. If you finish early, stay to check answers.
6. Don’t be distracted by other test takers.
7. When you get your test back, use it as a learning experience.

Taking the Test

1. **Don’t come early; don’t come late.** Early people tend to develop anxieties; late people lose test time. Studies show that people who discuss test material with others just before a test may forget that material on the test. This is another reason that arriving too early puts students in jeopardy. Get there about two or three minutes early. Relax and visualize yourself doing well on the test. After all, if you followed the study guidelines discussed above, you can’t help but do well! Be confident; repeat to yourself as you get ready for the test, “I can do it! I will do it.” This will set a positive mental tone.
2. **Make sure you understand all the directions before you start answering.** Not following directions is the biggest cause of lost points on tests. Ask about whatever you don’t understand. The points you save will be your own.
3. **Read through the test, carefully answering only items you know.** Make sure you read every word and every answer choice as you go. Use a piece of paper or a card to cover the text below the line you are reading. This can help you focus on each line individually—and increase your test score.

Speed creates a serious problem in testing. The mind is moving so fast that it is easy to overlook key words such as *except*, *but*, *best example*, and so on. Frequently, multiple-choice questions will contain two close options, one of which is correct, while the other is partly correct.

Moving too fast without carefully reading all items causes people to make wrong choices in these situations. Slowing your reading speed makes for higher test scores. The mind tends to work subconsciously on questions you've read but left unanswered. As you're doing questions later in the test, you may suddenly have the answer for an earlier question. In such cases, answer the question right away. These sudden insights quickly disappear and may never come again.

4. **Now that you've answered what you know, look carefully at the other questions.** Eliminate alternatives you know are wrong, and then guess. Never leave a blank on a test. You will have only a 25% chance when you guess on a four-item multiple choice question, but you will have a chance. And a chance is better than no chance.
5. **If you finish early, stay to check answers.** Speed causes many people to give answers that a moment's hesitation would show to be wrong. Read over your choices, especially those for questions that caused you trouble. Don't change answers because you suddenly feel one choice is better than others. Studies show that this is usually a bad strategy. However, if you see a mistake or have genuinely remembered new information, change your answer.
6. **Don't be distracted by other test takers.** Some people become very anxious because of the noise and movement of other test takers. This is most apparent when several people begin to leave the room after finishing their tests. Try to sit where you will be least apt to see or interact with other test takers. Usually this means sitting toward the front of the room and close to the wall farthest from the door. Turn your chair slightly toward the wall, if possible. The more you insulate yourself from distractions during the test, the better off you will be.

Don't panic when other students finish their exam before you do. Accuracy is always more important than speed. Work at your own pace and budget your time appropriately. For a timed test, always be aware of the time remaining. This means that if a clock is not visible in the classroom, you need to have your own wristwatch.

Take as much of the available time as you need to do an accurate and complete job. Remember, your grade will be based upon the answers you give, not on whether you were the first—or the last—to turn in your exam.

7. **When you get your test back, use it as a learning experience.** Diagnosing a test after it is returned

to you is one of the most effective strategies for improving your performance in a course. What kind of material was on the test: theories, problems, straight facts? Where did the material come from: book, lecture, or both? The same kind of material taken from the same source(s) will almost certainly be on future tests.

Look at each item you got wrong. Why is it wrong? If you know why you made mistakes, you are unlikely to make the same ones in the future. Look at the overall pattern of your errors. Did you make most of your mistakes on material from the lectures? Perhaps you need to improve your note-taking technique. Did your errors occur mostly on material from the readings? Perhaps you need to pay more attention to main idea clues and highlight text material more effectively. Were the questions you got wrong evenly distributed between in-class and reading material? Perhaps you need to learn to study more effectively and/or to take steps to reduce test anxiety.

Following these steps can make for more efficient use of textbooks, better note taking, higher test scores, and better course grades.

● A FINAL WORD

As you can see, the key to success lies in becoming an active student. Managing time, asking questions, planning effective approaches to increase test scores, and using all aids available to make reading and studying easier are all elements in becoming an active student. The Study Guide and Practice Tests for this textbook have been specially designed to help you be that active student. Being passive may seem easier, but it is not. Passive students spend relatively similar amounts of time but learn less. Their review time is likely to be inefficient. Their test scores are more frequently lower—and they usually have less fun in their classes.

Active students are more effective than passive ones. The benefit in becoming an active student is that activity is contagious; if you become an active student in sociology, it is hard not to practice the same active learning techniques in English and math as well. Once you start asking questions in your textbook and using your Study Guide, you may find that you start asking questions in class as well. As you acquire a greater understanding of your subject, you may find that you enjoy your class more—as well as learn more and do better on tests. That is the real benefit in becoming an active learner. It is a challenge I strongly encourage you to meet.



Sports Images/Alamy Limited

1 The Sociological Perspective

Sociology as a Point of View

The Sociological Imagination

How Sociologists Do It: If You Are Thinking About Sociology as a Career, Read This

as a Career, Read This

Is Sociology Common Sense?

Sociology and Science

Sociology as a Social Science

Day-to-Day Sociology: How Long Do Marriages Last?

How Sociologists Do It: What Is the Difference Between Sociology and Journalism?

The Development of Sociology

Auguste Comte

Harriet Martineau

Herbert Spencer

Karl Marx

Émile Durkheim

Thinking About Social Issues: Are College Students at High Risk for Suicide?

Max Weber

The Development of Sociology in the United States

Theoretical Perspectives

Functionalism

Conflict Theory

The Interactionist Perspective

Thinking About Social Issues: Social Interaction in the Internet Age

Contemporary Sociology

Theory and Research

Summary

■ LEARNING OBJECTIVES

After studying this chapter, you should be able to do the following:

- ▶ **Understand the sociological point of view and how it differs from that of journalists and talk-show hosts.**
- ▶ **Compare and contrast sociology with the other major social sciences.**
- ▶ **Describe the early development of sociology from its origins in nineteenth-century Europe.**
- ▶ **Know the contributions of sociology's early pioneers: Comte, Martineau, Spencer, Marx, Durkheim, and Weber.**
- ▶ **Describe the early development of sociology in the United States.**
- ▶ **Understand the functionalist, conflict theory, and interactionist perspectives.**
- ▶ **Realize the relationship between theory and practice.**



On a hot summer day, a woman wearing hospital scrubs and a backpack entered the maternity ward at Darnell Army Medical Center in Fort Hood, Texas. She went straight to the maternity ward and grabbed a beautiful two-day-old baby that was not hers and made for the exit. Very quickly she set off an alarm system, which produced a building lockdown. The woman panicked, left the baby, and raced out the door. Cameras captured her identity, and a few days later she was arrested.

The thief put a face on a fear that has grown among new parents, as well as hospitals—the fear that strangers are prowling hospital corridors waiting for the chance to steal a baby. Where has this fear come from? Since 1989 the National Center for Missing and Abducted Children has been promoting this danger with nine editions of a book known as “Guidelines on Prevention of and Response to Infant Abductions.” Hospitals have responded with alarm systems, security cameras, footprints and photographs of babies, blood samples, and color-coded staff badges that change regularly.

Is this a real danger? In actual fact, the chance that a nonfamily member will abduct a baby is extremely low. Over a 26-year period, only 267 attempts were made to steal a baby. During that time, 108 million babies were born. That makes the chance of a baby being stolen smaller than the chance of a lightning bolt coming through the window and hitting the baby.

The typical baby snatcher is a woman trying to salvage a romance. She fakes a pregnancy and hopes to

convince her boyfriend the stolen baby is his. This misguided idea almost always fails. Parents also worry about a baby being switched with another baby. This event seems to be even less common than baby stealing; it happens only a handful of times a year.

The fear of baby stealing is a direct result of press material from the National Center for Missing and Exploited Children (NCMEC). The NCMEC receives 30 million dollars from the federal government and another 10 million from donations. The CEO of the organization is paid more than one million dollars a year. Others who work there make six-figure salaries (American Institute of Philanthropy, Charity Rating Guide & Watchdog Report, December 2011). All of this necessitates that they justify their work, resulting in an exaggeration of the danger of baby stealing.

Much of the information we read every day and mistake for sociology is actually an attempt by one group or another to influence social policy. Other information mistaken for sociology comes from attempts to sell books or efforts of television producers to present entertaining programs.

Given the constant bombardment of information about social issues, we could come to believe that nearly everyone is engaged in the study of sociology to some extent and that everyone has not only the right but also the ability to put forth valid information about society. This is not the case. Some people have no interest in putting forth true and objective information and are, instead, interested only in convincing us to support their position or point of view. In addition, some “researchers” do not have the training and skills required to disseminate accurate information about sociological topics such as drug abuse, homelessness, divorce rates, high-school dropout rates, and white-collar crime.



Inc/Alamy Limited

Sociology studies the interactions among different social groups.

Sociologists have different goals in mind when they investigate a problem than do journalists or talk-show hosts. A television talk-show host needs to make the program entertaining and maintain high ratings, or the show might be canceled. A journalist is writing for a specific readership, which certainly will limit the choice of topics as well as the manner in which issues are investigated. On the other hand, a sociologist must answer to the scientific community as she or he tries to further our understanding of a topic. This means that the goal is not high ratings but, rather, an accurate and scientific approach to the issue being studied.

In this book, we ask you to go beyond popular sociology and investigate society more scientifically than you have done before. You will learn to look at major events, as well as everyday occurrences, a little differently and start to notice patterns you might never have seen before. After you are equipped with the tools of sociology, you should be able to evaluate critically popular presentations of sociological topics. You will see that sociology represents both a body of knowledge and a scientific approach to the study of social issues.

● SOCIOLOGY AS A POINT OF VIEW

Sociology is *the scientific study of human society and social interactions*. As sociologists, our main goal is to understand social situations and look for repeating patterns in society. We do not use facts selectively to create a lively talk show, sell newspapers, or support one particular point of view. Instead, sociologists are engaged in a rigorous scientific endeavor, which requires objectivity and detachment.

The main focus of sociology is the group, not the individual. Sociologists attempt to understand the forces that operate throughout society—forces that mold individuals, shape their behavior, and, thus, determine social events.

When you walk into an introductory physics class, you might know very little about the subject and hold few opinions about the various topics within the field. On the other hand, when you enter your introductory sociology class for the first time, you will feel quite

familiar with the subject matter. You have the advantage of coming to sociology with a substantial amount of information, which you have gained simply by being a member of society. Ironically, this knowledge also can leave you at a disadvantage because these views have not been gathered in a scientific fashion and might not be accurate.

Over the years and through a variety of experiences, we develop a set of ideas about the world and how it operates. This point of view influences how we look at the world and guides our attempts to understand the actions and reactions of others. Even though we accept the premise that individuals are unique, we tend to categorize or even stereotype people to interpret and predict behavior and events.

Is this personalized approach adequate for bringing about an understanding of ourselves and society? Although it might serve us quite well in our day-to-day lives, a sociologist would answer that it does not give us enough accurate information to develop an understanding of the broader social picture. This picture becomes clear only when we know something about the society in which we live, the social processes that affect us, and the patterns of interaction that characterize our lives.

Let us take the issue of theft. Figure 1-1 shows that we could examine the issue in a variety of ways. If we have our laptop stolen, we would have personal information about the experience. If we know three other people who have been victims of theft, we would know more about theft at a specific case level. Although this information is important, it is not yet sociology and is closer to the personalized, common-sense approach to understanding society. Sociology tries to move beyond that level of understanding.

If we rely on our own experiences, we are like the blind men of Hindu legend trying to describe an elephant: The first man, feeling its trunk, asserts, “It is like a snake”; the second, trying to reach around the beast’s leg, argues, “No, it is like a tree”; and the third, feeling its solid side, disagrees, saying, “It is more like a wall.” In some way, each person is right, but not one of them is able to understand or describe the whole elephant.

If we were to look for recurring patterns in theft, we would now be doing what sociologists do. A sociologist



FIGURE 1-1 Levels of Social Understanding: Theft

examining the issue might be interested in the age, socioeconomic level, and ethnic characteristics of the victims of theft. A sociologist might compare these characteristics with the characteristics of victims of other types of property crimes: “Are there differences?” they would ask. “If so, what kinds and why?”

While studying sociology, you will be asked to look at the world a little differently from the way you usually do. Because you will be looking at the world through other people’s eyes—using new points of view—you will start to notice things you might never have noticed before. When you look at life in a middle-class suburb, for instance, what do you see? How does your view differ from that of a poor, inner-city resident? How does the suburb appear to a recent immigrant from Mexico, China, or India? How does it appear to a burglar? Finally, what does the sociologist see?

Sociology asks you to broaden your perspective on the world. You will start to see that people act in markedly different ways, not because one person is sane and another is crazy. Rather, it is because they all have different ways of making sense out of what is going on in the world around them. These unique perceptions of reality produce varying lifestyles, which in turn produce different perceptions of reality. To understand other people, we must stop looking at the world from a perspective based solely on our own individual experiences.

The Sociological Imagination

Although most people interpret social events on the basis of their individual experiences, sociologists step back and view society more as outsiders than as personally involved and possibly biased participants. For example, although we assume that most people in the United States marry for love, sociologists remind us that the decision to marry—or not to marry—is influenced by a variety of social values taught to us since early childhood.

That is, we select our mates based on the social values we internalize from family, peers, neighbors, community leaders, and even our movie heroes. Therefore, we are less likely to marry someone from a different socioeconomic class, from a different race or religion, or from a markedly different educational background. Thus, as we pair off, we follow somewhat predictable patterns. In most cases, the man is older, earns more money, and has a higher occupational status than the woman. These patterns might not be evident to two people who are in love with each other. Indeed, these people might not be aware that anything other than romance has played a role in their choice of a mate.

As sociologists, however, we examine the topic of marriage and begin to discern patterns. We might note that marriage rates vary in different parts of the country, that the average age of marriage is related to educational level, and that social class is related to marital stability.

These patterns (discussed in Chapter 12) show us that forces are at work that influence marriage but might not be evident to the individuals who fall in love and marry.

C. Wright Mills (1959) described the different levels on which social events can be perceived and interpreted. He used the term **sociological imagination** to refer to *the relationship between individual experiences and forces in the larger society that shape our actions*. The sociological imagination is the process of looking at all types of human behavior patterns and finding previously unseen connections among them. We see similarities among individuals with no direct knowledge of one another, and we find that subtle forces mold people’s actions. Like a museum patron who draws back from a painting in order to see how the separate strokes and colors form subtly shaded images, sociologists stand back from individual events in order to see why and how they occurred. In so doing, they discover patterns that govern our social existence.

The sociological imagination focuses on every aspect of society and every relationship among individuals. It studies the behavior of crowds at sports events; shifts in styles of dress and popular music; changing patterns of courtship and marriage; the emergence and fading of different lifestyles, political movements, and religious sects; the distribution of income and access to resources and opportunities; decisions made by the Supreme Court, congressional committees, and local zoning boards; and so on. Every detail of social existence is food for sociological thought and relevant to sociological analysis.

The potential for sociology to be used—applied to the solution of real-world problems—is enormous. Proponents of applied sociology believe the work of sociologists can and should be used to help bring about an understanding of, and improvement in, modern society.

The demand for applied sociology is growing, and many sociologists work directly with government agencies or private businesses to apply sociological knowledge to real-world problems. For example, sociologists might investigate such questions as how the building of a dam will affect the residents of the area; how jury make-up affects the outcome of a case; why voters select one candidate over another; how a company can boost employee morale; and how relationships among administrators, doctors, nurses, and patients affect hospital care. The answers to these questions have practical applications. The growing demand for sociological information provides many new career choices for sociologists. (See “How Sociologists Do It: If You Are Thinking About Sociology as a Career, Read This.”)

Is Sociology Common Sense?

Common sense is what people develop through everyday life experiences. In a very real sense, it is the set of expectations about society and people’s behavior that



HOW SOCIOLOGISTS DO IT

If You Are Thinking About Sociology as a Career, Read This

Speaking from this side of the career-decision hurdle, I can say that being a sociologist has opened many doors for me. It gave me the credentials to teach at the college level and to become an author of a widely used sociology text. It also enabled me to be a newspaper columnist and a talk-show host. Would I recommend this field to anyone else? I would, but not blindly. Realize before you begin that sociology can be an extremely demanding discipline and, at times, an extremely frustrating one.

As in many other fields, the competition for jobs in sociology can be fierce. If you really want this work, do not let the herd stop you. Anyone with motivation, talent, and a determined approach to finding a job will do well. However, be prepared for the long haul: To get ahead in many areas, you will need to spend more than four years in college. Consider your bachelor's degree as just the beginning. Jobs that involve advanced research or teaching at the college level often require a PhD, which means at least four to six years of school beyond the BA.

Now for the job possibilities: As you read through information about careers in sociology, remember that right now your exposure to sociology is limited (you are only on Chapter 1 in your first college sociology text), so do not eliminate any possibilities right at the start. Spend some time thinking about each one as the semester progresses and you learn more about this fascinating discipline.

Most people who go into sociology become teachers. You will need a PhD to teach in college, but often a master's degree will open the door for you at the two-year college or high-school level.

Second in popularity to teaching are nonacademic research jobs in government agencies, private research institutions, and the research departments of private corporations. Researchers perform many functions, including conducting market research, public opinion surveys, and impact assessments. Evaluation research, as the last field is known, has become more popular in recent years because the federal government now requires environmental impact studies on all large-scale federal projects. For example, before a new interstate highway is built, evaluation researchers attempt to determine the effect the highway will have on communities along the proposed route.

This is only one of many opportunities available in government work. Federal, state, and local governments in policymaking and administrative functions also hire sociologists. For example, a sociologist

employed by a community hospital provides needed data on the population groups being served and on the health care needs of the community. Further, sociologists working in a prison system can devise plans to deal with the social problems that are inevitable when people are put behind bars. Here are a few additional opportunities in government work: community planner, corrections officer, environmental analyst, equal opportunity specialist, probation officer, rehabilitation counselor, resident director, and social worker.

A growing number of opportunities also exist in corporate America, including market researchers, pollsters, human resource managers, affirmative action coordinators, employee assistance program counselors, labor relations specialists, and public information officers, just to name a few. These jobs are available in nearly every field from advertising to banking, from insurance to publishing. Although your corporate title will not be "sociologist," your educational background will give you the tools you need to do the job and do it well, which, to corporations, is the bottom line.

Whether you choose government or corporate work, you will have the best chance of finding the job you want by specializing in a particular field of sociology while you are still in school. You can become a crime and corrections specialist or become knowledgeable in organizational behavior before you enter the job market. Many demographers, who compile and analyze population data, have specialized in urban sociology or population issues. They may then also be equipped to help a community respond to neighborhood and environmental concerns.

Keep in mind that many positions require a minor or some coursework in fields other than sociology, such as political science, psychology, ecology, law, or business. By combining sociology with one or more of these fields, you will be well prepared for the job market.

What next? Be optimistic and start planning. As the American Sociological Association has observed, few fields are as relevant today and as broadly based as sociology. Yet, ironically, the career potential of this field is just beginning to be tapped. Start planning by reading the "Occupational Outlook Quarterly" (it is available online) published by the U.S. Bureau of Labor Statistics, as well as academic journals, to keep abreast of career trends. Then study hard and choose your specialty. With this preparation, you will be well equipped when the time comes to find a job.



guides our own behavior. Unfortunately, these expectations are not always reliable or accurate because without further investigation, we tend to believe what we want to believe, to see what we want to see, and to accept as fact whatever appears to be logical. Whereas common sense is often vague, oversimplified, and contradictory, sociology as a science attempts to be specific, to qualify its statements, and to prove its assertions.

Upon closer inspection, we find that the proverbial words of wisdom rooted in common sense are often illogical. Why, for example, should you “look before you leap” if “he who hesitates is lost”? How can “absence make the heart grow fonder” when “out of sight, out of mind”? Why should “opposites attract” when “birds of a feather flock together”? The common-sense approach to sociology is one of the dangers the new student encounters. Common sense often makes sense after the fact. It is more useful for describing events than for predicting them. It deludes us into thinking we knew the outcome all along (Hawkins and Hastie, 1990).

One researcher (Teigen, 1986) asked students to evaluate actual proverbs and their opposites. When given the actual proverb, “Fear is stronger than love,” most students agreed that it was true, but so did students who were given the reverse statement, “Love is stronger than fear.” The same was true for the statements, “Wise men make proverbs and fools repeat them” (actual proverb), and its reversal, “Fools make proverbs and wise men repeat them.”

Although common sense gleaned from personal experience might be helpful to us in certain types of interactions, it does not help us understand why and under what conditions these interactions are taking place. Sociologists as scientists attempt to qualify these statements by specifying, for example, under what conditions opposites tend to attract or birds of a feather flock together. Sociology as a science is oriented toward gaining knowledge about why and under what conditions events take place in order to understand human interactions better. (For a discussion of how sociology differs from common sense, see “Day-to-Day Sociology: How Long Do Marriages Last?”)

Sociology and Science

Sociology is commonly described as one of the social sciences. **Science** refers to *a body of systematically arranged knowledge that shows the operation of general laws*. Sociology employs the same general methods of investigation that are used in the natural sciences. Like natural scientists, sociologists use the **scientific method**, *a process by which a body of scientific knowledge is built through observation, experimentation, generalization, and verification*.

The collection of data is an important aspect of the scientific method, but facts alone do not constitute a

science. To have any meaning, facts must be ordered in some way, analyzed, generalized, and related to other facts. This is known as theory construction. Theories help organize and interpret facts and relate them to previous findings of other researchers.

Unlike other means of inquiry, science generally limits its investigations to things that can be observed directly or that produce directly observable events. This is known as **empiricism**, *the view that generalizations are valid only if they rely on evidence that can be observed directly or verified through our senses*. For example, theologians might discuss the role of faith in producing true happiness; philosophers might deliberate over what happiness actually encompasses; but sociologists would note, analyze, and predict the consequences of such measurable items as job satisfaction, the relationship between income and education, and the role of social class in the incidence of divorce.

Sociology as a Social Science

The **social sciences** consist of *all those disciplines that apply scientific methods to the study of human behavior*. Although there is some overlap, each of the social sciences has its own area of investigation. It is helpful to understand each social science and examine how sociology is related to the others.

Cultural Anthropology The social science most closely related to sociology is *cultural anthropology*. The two share many theories and concepts and often overlap. The main difference is in the groups they study and the research methods they use. Sociologists tend to study groups and institutions within large, often modern, industrial societies, using research methods that enable them rather quickly to gather specific information about large numbers of people. In contrast, cultural anthropologists often immerse themselves in another society for a long period of time, trying to learn as much as possible about that society and the relationships among its people. Thus, anthropologists tend to focus on the culture of small, preindustrial societies because they are less complex and more manageable using this method of study.

Psychology The study of individual behavior and mental processes is part of *psychology*; the field is concerned with such issues as motivation, perception, cognition, creativity, mental disorders, and personality. More than any other social science, psychology uses laboratory experiments.

Psychology and sociology overlap in a subdivision of each field known as *social psychology*—the study of how human behavior is influenced and shaped by various social situations. Social psychologists study such issues as how individuals in a group solve problems and reach a consensus, and what factors might produce



DAY-TO-DAY SOCIOLOGY

How Long Do Marriages Last?

A statement that has entered the realm of common sense is that 50 percent of all marriages in the United States end in divorce. As with many simple stereotypes, for certain groups this statement may be true, whereas for others it is not. Here's the crucial difference between sociology and popular wisdom: As sociologists, we don't automatically accept such easy pronouncements as fact. Like scientists—and sociology is, after all, a social *science*—we want proof, and we cultivate a healthy degree of skepticism until we get it. In a case such as this, we would look at research data to determine whether this statement is true. Has it been accurate at a certain point in time but not at another? Does it describe certain marriages and not others?

A look at the data show that most adults in the United States marry only once. The median length of marriage for women is 20.8 years. Twenty-seven states have a marriage length significantly longer than this median. Women in the middle and southern parts of the United States are among those with the longest marriages. Even when we look at second marriages for people who have been divorced, the median length of marriage is 14.5 years.

There are two probable reasons for marriages lasting longer than the popular press has led us to believe. First, there has been an increase in the age at which people marry. People who marry later have more stable

marriages. Second, people who marry tend to be better educated than in the past, another factor leading to greater marital stability. Both of these facts combine to produce longer-lasting marriages and lower divorce rates. Another fact that will surprise people if they have been following only media reports is that the divorce rate has been declining over the last decade.

States with the longest median length of marriage

Idaho
Indiana
Iowa
Nebraska
Utah

States with the shortest median length of marriage

California
Florida
Maryland
Nevada
New York

Source: Elliott, Diana B., Tavia Simmons, and Jamie M. Lewis. 2010. "Evaluation of the Marital Events Items on the ACS" (www.census.gov/hhes/socdemo/marriage/data/acs/index.html).



nonconformity in a group situation. Generally, however, psychology studies the individual, and sociology studies groups of individuals as well as society's institutions.

The sociologist's perspective on social issues is broader than that of the psychologist, as in the study of alcoholism, for example. The psychologist might view alcoholism as a personal problem that has the potential to destroy an individual's physical and emotional health as well as his or her marriage, career, and friendships. The sociologist, however, would look for patterns in alcoholism. Although each alcoholic makes the decision to take each drink—and each suffers the pain of addiction—the sociologist would remind us to look beyond the personal characteristics and to think about the broader aspects of alcoholism. Sociologists want to know what types of people drink excessively, when they drink, where they drink, and under what conditions they drink. They are also interested in the social costs of chronic drinking—costs in terms of families torn apart, jobs lost, children severely abused and neglected; costs in terms of highway accidents and deaths; costs in terms of drunken quarrels

leading to violence and to murder. Noting the rapid rise of chronic alcoholism among women, sociologists might ask what forces are at work to account for these patterns.

Economics Economists have developed techniques for measuring such things as prices, supply and demand, money supplies, rates of inflation, and employment. This study of the creation, distribution, and consumption of goods and services is known as *economics*. The economy, however, is just one part of society, and each individual in society decides whether to buy an American car or a Japanese import, whether she or he is able to handle the mortgage payment on a dream house, and so on. Whereas economists study price and availability factors, sociologists are interested in the social factors that influence a person's economic decisions. Does peer pressure result in buying the large flashy car, or does concern about gas mileage lead to the purchase of a fuel-efficient or hybrid vehicle? What social and cultural factors contribute to the differences in the portion of income saved by the average wage earner in different

societies? What effect does the unequal allocation of resources have on social interaction? These are examples of the questions sociologists seek to answer.

History Although not exactly a social science, history shares certain attributes with sociology. The study of *history* involves looking at the past to learn what happened, when it happened, and why it happened. Sociology also looks at historical events within their social contexts to discover why things happened and, more important, to assess what their social significance was and is. Historians provide a narrative of the sequence of events during a certain period and might use sociological research methods to learn how social forces have shaped historical events. Sociologists examine historical events to see how they influenced later social situations.

Historians focus on individual events—the American Revolution or slavery, for instance—and sociologists generally focus on phenomena such as revolutions or the patterns of dominance and subordination that exist in slavery. They try to understand the common conditions that contribute to revolutions or slavery wherever they occur.



Nigel Pavitt/John Warburton-Lee Photography/Alamy

Sociologists and anthropologists share many theories and concepts. However, sociologists tend to study groups and institutions within large, modern, industrial societies; anthropologists tend to focus on the cultures of small, preindustrial societies.

Consider the subject of slavery in the United States. Traditionally, historians might focus on when the first slaves arrived, how many slaves existed in 1700 or 1850, and the conditions under which they lived. Sociologists and modern social historians would use these data to ask many questions: What social and economic forces shaped the institution of slavery in the United States? How did the Industrial Revolution affect slavery? How has the experience of slavery affected the black family? Although history and sociology have been moving toward each other over the past few decades, each discipline still retains a somewhat different focus: sociology on the present, history on the past.

Political Science *Political science* is the study of three major areas: political theory, the actual operation of government, and, in recent years, political behavior. This emphasis on political behavior overlaps with sociology. The primary distinction between the two disciplines is that sociology focuses on how the political system affects other institutions in society, whereas political science devotes more attention to the forces that shape political systems and the theories for understanding these forces. However, both disciplines share an interest in why people vote the way they do, why they join political movements, and how the mass media are changing political events.

Social Work In the early days of sociology, women were often unable to attend graduate sociology programs and chose social work studies instead, which may explain why the disciplines of sociology and social work are still often confused with each other. Much of the theory and many of the research methods of social work are drawn from sociology and psychology, but social work focuses to a much greater degree on application and problem solving.

The main goal of *social work* is to help people solve their problems, whereas the aim of sociology is to understand why the problems exist. Social workers provide help for individuals and families who have emotional and psychological problems or who experience difficulties that stem from poverty or other ongoing problems rooted in the structure of society. Social workers also organize community groups to tackle local issues such as housing problems and try to influence policymaking bodies and legislation. Sociologists provide many of the theories and ideas used to help others. Although sociology is not social work, it is a useful area of academic concentration for those interested in entering the helping professions.

The work of journalists is also often confused with that of sociologists. It is common for journalists to write articles that examine sociological issues. (For a comparison of the two fields, see “How Sociologists Do It: What Is The Difference Between Sociology and Journalism?”)



HOW SOCIOLOGISTS DO IT

What Is the Difference Between Sociology and Journalism?

It often seems as if sociologists and journalists are engaged in the same activities. Journalists examine and write about social issues. They interview people. They often conduct polls. They make predictions. They offer recommendations for correcting social problems. If journalists do all this, why would someone need to become trained as a sociologist?

This is a sociology textbook, so needless to say we are going to make the case that there is a difference between sociologists and journalists.

Newspapers, weekly news magazines, and documentaries are designed for the general public, which wants an overview of a topic. One of the fundamental features of these media is the timely coverage of recent events. In recent years, newspapers have been suffering because the latest information can often be found first on the Internet or 24-hour news channels. There are at least three types of journalists: reporters, who actually write stories; editors, who generate ideas for stories and review the copy; and editorial writers, who interpret events or provide other ways of thinking about them. Journalists usually have a college degree in any of a wide variety of areas or an advanced degree from a professional journalism program. Jargon is kept

to a minimum, and elaborate explanations must be presented in manageable terms so that the average reader can understand them.

Sociologists study society with the intent of sharing their work with other sociologists. The methods of investigation, previous research, and theories of explanation are all important. Once completed, the other sociologists may respond with alternate explanations (Baker and Dorn, 1993). Sociologists usually publish their writings as articles in scholarly journals, in chapters in books, or as full-length books. These writings are screened by editors and critics hired to evaluate the merits of the work. Sociologists want their colleagues to recognize their work as truly significant.

So, whereas journalists are often thinking about what is currently capturing the public's interest, sociologists' work does not have such a short time frame. Sociologists, however, hope their work will be relevant to contemporary debates or current issues. Essentially, the two fields represent different approaches to social issues. Journalists get a multifaceted overview of an issue, whereas sociologists have the luxury of exploring a topic in depth and contemplating the ramifications of their findings.



● THE DEVELOPMENT OF SOCIOLOGY

It is hardly an accident that sociology emerged as a separate field of study in Europe during the nineteenth century. That was a time of turmoil, a period in which the existing social order was shaken by the growing Industrial Revolution and violent uprisings against established rulers (the American and French revolutions). People were also discovering, through world exploration, how other people lived. At the same time, the church's power to impose its views of right and wrong was also declining. New social classes of industrialists and businesspeople emerged to challenge the rule of the feudal aristocracies.

Tightly knit communities, held together by centuries of tradition and well-defined social relationships, were strained by dramatic changes in society. Factory cities began to replace the rural estates of nobles as the centers for society at large. People with different backgrounds were brought together under the same factory roof to work for wages instead of exchanging their services for land and protection. Families now had to protect themselves, to buy food rather than grow it, and to pay rent for their homes. These new living

and working conditions led to the development of an industrial, urban lifestyle, which, in turn, produced new social problems.

Many people were frightened by these changes and wanted to find some way of coping with the new society. The need for a new understanding of society, together with the growing acceptance of the scientific method, led to the emergence of sociology.

Auguste Comte (1798–1857)

Born in the French city of Montpellier on January 19, 1798, Auguste Comte grew up in the period of great political turmoil that followed the French Revolution of 1789–1799. In August 1817, Comte met Henri Saint-Simon and became his secretary and eventually his close collaborator. Under Saint-Simon's influence, Comte converted from an ardent advocate of liberty and equality to a supporter of an elitist conception of society.

Saint-Simon and Comte rejected the lack of empiricism in the social philosophy of the day. Instead they turned for inspiration to the methods and intellectual